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ABSTRACT

This handbook on elementary-secondary foreign language education goals and objectives serves as a framework on which a comprehensive curriculum for Michigan schools can be built. It includes a discussion of the most significant components of current foreign language methodology and is designed to assist local school districts in goal setting and curriculum writing. The guidelines do not advocate any one methodology, but emphasize a communicative approach to teaching modern languages. Contents discuss the following topics: (1) the context, climate, and clientele of foreign language instruction; (2) curriculum development and program descriptions; (3) foreign language instruction (e.g., American Council on the Teaching of Foreign Languages proficiency guidelines, communicative functions); (4) scope and sequence (French, German, Spanish, Latin); (5) classroom assessment and evaluation: language and culture; (6) instructional media (basic classroom equipment, basic school/system equipment, ancillary language-learning technology, computer-assisted instruction, distance learning and interactive video, video correspondence: video/electronic letter, and copyright considerations; and (7) foreign languages and careers. A selected bibliography of 45 references concludes the handbook. (LB)

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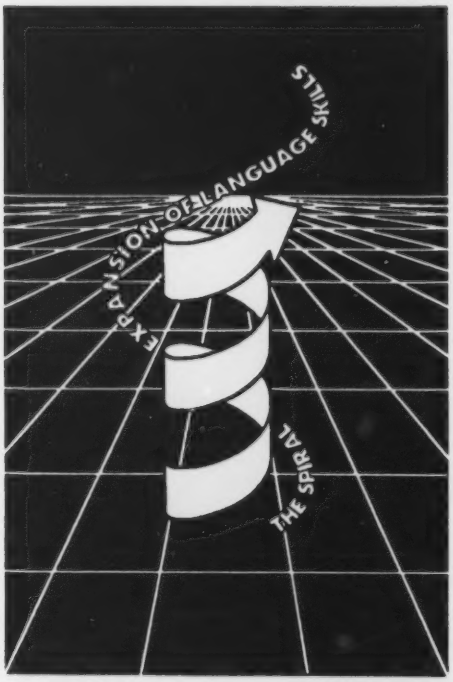

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FOREWORD

In our increasingly interdependent world, teachers, administrators, and parents must prepare our youth to meet the challenges of the 21st century when our students and children will live in a multicultural and multilingual society, as well as function in the international marketplace. Acquiring and learning to speak other languages as well as understanding other cultures will not only enhance career opportunities, but will help students deal effectively with our changing world. Putting language and culture into a meaningful perspective will also help develop skills essential to the learning process, creative inquiry, and critical thinking.

Michigan Essential Goals and Objectives for Foreign Language Education, (K-12) provides an opportunity to school districts to develop or refine programs which will provide students with instruction in a second language. It is consistent with the State Board of Education, *Common Goals of Michigan Education, Second Edition* (1980), and the position statement, *Humanities in Michigan Schools* (1987).

You are encouraged to use this handbook as a framework on which a comprehensive curriculum can be built. Local staff should use the guide to develop teaching plans and coordinate evaluative techniques with skills to be taught. Our goal is to help students acquire the skills for communication with others and for cross-cultural understanding.

Sincerely,

Gary D. Hawks
Interim Superintendent

1990-91

PHILOSOPHY

The study of foreign languages has reached a turning point in the American educational process. Once considered a curricular frill, foreign languages are becoming a regular part of K-12 instruction. As educators and political leaders focus their efforts on preparing all students to live and work in an increasingly interdependent world, they are carefully examining such foreign language issues as state and local mandates, availability of programs and funding, as well as curriculum articulation.

Foreign language competency in the United States plays an important role in establishing the position and perception of our country in the world. Foreign language skills enhance the capability of the people of Michigan and of the United States to do business and to encourage policymaking at international levels. The study of foreign languages promotes an understanding of one's own culture and an appreciation of diversity, a process that becomes even more crucial in a multicultural state and nation. In fact, many people feel that the sole purpose of language study is to increase one's understanding of peoples of other nations and one's ability to function more effectively in our global community. The citizens of tomorrow who have knowledge of the world at large and can communicate across cultural and linguistic boundaries will have increased their opportunity to lead enriched lives, to function as global citizens, and to succeed in the marketplace.

Research indicates that foreign language study also enhances other skills, since it promotes logical, critical, and creative thinking skills, fosters the ability to better understand and respect others' perspectives, beliefs, needs, and values, facilitates enriched flexibility in coping with abstraction and visual and audio cues, and correlates positively with high SAT scores.

In order to prepare our students to adequately meet their future needs, language programs at all levels should be carefully planned and articulated and should be available to all students, kindergarten through twelfth grade. While this document attempts to provide a basis for program planning, it is not exhaustive in detail. It includes discussion of the most significant components of current foreign language methodology and is designed to assist local school districts in goal setting and curriculum writing for K-12 programs. These guidelines do not advocate any one methodology, but rather emphasize a communicative approach to teaching modern languages. Language educators must assist students in learning to convey and receive oral and written messages within the context of the other culture. Students must be able to "get the message across." With time and practice the student will also develop linguistic skills to convey these messages more accurately and precisely. Teachers must provide students with the opportunities to practice oral, functional communication as a regular part of classroom instruction. The focus is always on what the students can do with the language in realistic situations, using authentic language and materials.

Finally, the study of classical languages, less-commonly taught languages, and American Sign Language is not to be omitted from a model foreign language curriculum. Each constitutes an important option for students, although skill priorities may differ. Whether students ponder the works of Greek and Roman writers, the languages of the Pacific Rim and eastern European countries, or the complexities of American Sign Language, the objectives are the same: students are provided with opportunities to communicate in a second language and become aware of the culture of the people whose language they study.

I. THE CONTEXT, CLIMATE AND CLIENTELE OF FOREIGN LANGUAGE INSTRUCTION

The teaching of foreign languages in the United States is influenced by three dominant factors: the academic context, the social climate and the student clientele. To a large extent these three factors determine which languages are taught, to whom they are taught, and how they are taught. Thus, an examination of the influence of these factors on the teaching of foreign languages will help explain the past history of foreign language education as well as help formulate present and future goals and objectives for the profession.

Foreign Language Instruction in the Early Twentieth Century

The early years of the twentieth century were characterized by U.S. economic and political expansion and a gradual decline in isolationism. The student population in the early 1900s was composed primarily of an economic and academic elite. The typical high school foreign language student was college bound while the typical university foreign language student was preparing for a professional career in medicine, law or academia. In the academic community the dominant learning theory was based on faculty psychology which maintained that the mind is a muscle strengthened by rigorous exercise in the form of problem-solving and analytical activities. The translation of English into Latin or Greek was viewed as especially beneficial.

In foreign language instruction this combination of academic context, social climate and student clientele resulted in the grammar-translation method. Students enrolled in Latin classes in which they memorized long lists of grammar rules, paradigms, and vocabulary; they then used these rules and vocabulary to translate sentences from English into Latin. It was often stated that foreign language study was advantageous since it helped the student prepare to learn geometry, philosophy and other academic subjects. However, in and of itself foreign language study was viewed as having little, if any, practical value.

After World War I foreign language instruction again responded to the social climate. It became clear that the United States was engaging in an increasing number of contacts with the European countries and that these contacts were taking place via written communications and publications. Scientists, scholars, and the educated public recommended a concentration on a reading knowledge of foreign languages. Thus, French, German, and other European languages were added to the curriculum and the grammar-translation method was expanded to incorporate the reading of literature and other scholarly documents.

Foreign Language Instruction in the Mid Twentieth Century

In the social climate of World War II and the Cold War period following, the need for vast numbers of U.S. citizens to communicate with persons around the world focused attention on the inadequacies of previous foreign language instruction. In the academic community only those linguists investigating languages with no written system had concentrated on the listening and speaking skills. The techniques the linguists used to learn to communicate verbally in non-written languages were based on behaviorist psychology and conditioned learning. By listening to tapes of native speakers and mimicking their speech, the linguists formed verbal habits through conditioning and repetition of speech patterns. These techniques used by the linguists were employed by the government to teach oral skills in many world languages to the soldiers, diplomats, and administrators involved in the war effort.

After World War II and especially during the Cold War era of the '50s and '60s, the U.S. government language learning techniques became the audio-lingual method employed in high schools and universities. The curriculum was expanded to include other widely-used languages and the teaching of Latin diminished. No longer were students responsible exclusively for the reading skill. The four skills of listening, speaking, reading, and writing were taught in that order although in the early stages of language learning emphasis was placed on the speaking skill. The learning of grammar rules was replaced by the overlearning or memorization of language patterns; students were expected to learn to speak at an unconscious level with little attention given to how language is put together. Mimickry and repetition were viewed as the key to successful foreign language learning.

Foreign Language Instruction in the Late Twentieth Century

In the late twentieth century the social climate, academic context, and student clientele are radically different from those of the early days of World War II. Changing U.S. demographics have had and will continue to have a profound effect on our student clientele. Although the U.S. birthrate continues to decline, the overall population has not shown a decrease. One reason for this phenomenon is the aging of the current population. In 1983 for the first time the U.S. had more people over sixty-five than it had teenagers (Hodgkinson, 1988).

Immigration also helps account for the increase in the U.S. population. In the 1980s more than 14,000,000 immigrants settled in the United States. Eighty percent of these immigrants were from South America and Asia; this large percentage indicates a shift in the traditional European-based U.S. population.

Added to changing demographics is another trend that is influencing foreign language clientele. In the recent past, separate schooling was often provided for physically and emotionally impaired students as well as for those suffering from a variety of learning disabilities. Research into individual learning differences suggests that grouping and tracking are a generally ineffective means for addressing individual differences and for some

children even harmful (Goodlad & Oakes, 1988). As a result, these students are appearing with greater frequency in all areas of the curriculum including the foreign language classroom.

Thus, the public school student population continues to diminish while at the same time it becomes increasingly more diverse in its academic and ethnic make-up. We will need to take into account these characteristics of our clientele if we are to teach foreign languages effectively in the future.

The social climate is also greatly affecting foreign language instruction. During the 1970s, both the public and private sectors of the U.S. economy began to realize that they would have to learn to compete in the international marketplace of the global economy. Beginning with the publication of the Report of the President's Commission on Foreign Languages and International Studies in 1979, many government agencies and officials began to equate the knowledge of foreign languages and cultures with superiority in the international economic arena. Almost simultaneously the business community came to the same realization. This combined effort on the part of both the public and private sectors has begun to accomplish what foreign language educators have not been able to accomplish alone, that is, the required teaching of foreign languages for *all* students in *all* grades. Across the country, states and local districts have mandated, or will soon mandate, the teaching of foreign languages, K-12. At the college level, requirements for entrance and exit are being reinstated or strengthened. Foreign languages are now seen to have a functional, practical value instead of the purely intellectual role assigned to them in the past. As a result, enrollments are increasing as is the need for more instructors.

Lastly, the academic context is changing and influencing classroom techniques and methods. Research in second language acquisition and cognitive psychology has helped educators teach language for communication in accordance with native speaker uses. Foreign language learning is no longer viewed as a set of rules or paradigms to be memorized but rather as the development of skills through the learning of expressions and structures that function within social contexts. The ultimate goal of foreign language instruction is proficiency in the productive skills of speaking and writing and in the receptive skills of listening and reading.

There is no doubt that vestiges of techniques and methods of early foreign language instruction remain with us even today. However, foreign language educators need to realize that while the grammar-translation method was appropriate for the climate and clientele of the early 1900s and the audio-lingual method was appropriate to the environment of the '50s and '60s, the need now is to focus on goals, objectives, and methods that are appropriate to the clientele and climate of the turn of the century. In short, the focus should be on teaching more languages to more students at more age levels. The remaining chapters of this document have been created to help deal with the challenge of finding effective ways to teach foreign languages in this more pluralistic, pragmatic environment.

II. CURRICULUM DEVELOPMENT AND PROGRAM DESCRIPTIONS

The curriculum is the master plan of desired learning outcomes. Curriculum development, then, is the process of formulating that coherent plan to achieve the desired outcomes. Vertical articulation (coordination of scope and sequence between grade levels), and horizontal articulation (coordination of scope and sequence at the same grade level) are important points to consider when developing a curriculum that will provide smooth transitions throughout the entire program.

Within the entire curriculum design, revision, or innovation process, clear-cut program goals and outcomes must be developed that correspond to the philosophy of the State of Michigan, the *1990 Michigan K-12 Program Standards of Quality*, and the local school district's philosophy. When decisions are being made concerning the goals, attention should be given to the soundness of what is being proposed in regard to the developmental level of students and the relevance of the curriculum and instruction in the lives of the learners. After goals have been formulated and the program is in place, frequent evaluation helps discern whether the established goals are being met.

The process of curriculum development involves planned, sequential activities that require the commitment of time, and of human and financial resources from the district by administrators, teachers, parents, and students.

The objective of foreign language curriculum development is to provide:

- a statement of philosophy regarding foreign language study for the district;
- broad goals for the program from which the syllabus goals will be derived;
- a scope and sequence for the content and skills to be taught at every level of the program;
- learning outcomes to be achieved at predetermined checkpoints;
- models or suggested teaching/learning activities; and
- evaluation strategies.

Foreign language curriculum development at the elementary level, in particular, has made great strides since the programs of the 1960s. Since elementary foreign language instruction had not been a regular part of the school-day curriculum, materials for teacher and student use were almost non-existent. At the present time, however, there are model programs which develop oral proficiency skills, articulate into high school courses of study, and which have developed curriculum materials appropriate to the young learner.

Another difficulty of the earlier programs was that of articulation to middle and/or junior high school programs, as well as to the typical high school courses of study. Often students advanced to the middle or junior high school only to discover that no foreign language class was available where they would be able to continue developing the skills learned in previous classes.

Although many districts provide foreign language learning opportunities only at the high school level, there is a major movement to begin foreign language study earlier in order to include more middle school and junior high school students as well as elementary school students. District goals and careful planning are resulting in successful programs which include more students and more opportunities to develop second language proficiency.

The local school district must determine program goals. Based on the need to provide opportunities for all of our students to become orally proficient in a second or third language, a number of program options are workable. These program types are supported in *Michigan K-12 Program Standards of Quality, The Common Goals of Michigan Education, Better Education for Michigan Citizens: A Blueprint for Action,* and *Position Paper on Foreign Language Education in Michigan Schools.*

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

There are a variety of options for early foreign language learning. Nationally, the most common are FLEX, FLES, and Immersion programs.

FLEX

Foreign Language Experience or Exploratory (FLEX) is designed to create an awareness of other languages and their cultures. The major focus is teaching one or more languages, and the formats, time, and scheduling patterns can vary greatly. The goal is not one of proficiency in the four skills of language learning. Rather, young learners are motivated to want to learn more about languages and cultures other than their own. Through FLEX, the students should acquire more positive attitudes towards people living in the areas where the target language is spoken.

FLES

Like FLEX, Foreign Language in the Elementary School (FLES) programs are also intended to develop a cultural awareness of others. However, while acquiring a cultural awareness, the children are also gaining a certain amount of listening and speaking skills in the target language. Reading and writing are less emphasized. Program formats, time, and scheduling patterns vary from school to school. Student proficiency in a particular FLES program depends on the amount of time dedicated to language instruction.

Immersion: Partial and Total

Immersion programs are of two types. Partial Immersion occurs when up to 50% of the entire curriculum is conducted in the target language; in Total Immersion nearly 100% of the curriculum is taught in the foreign language. The goal of Immersion programs is for the younger student to become functionally fluent in the second language. Immersion programs are also committed to helping the child appreciate and become aware of the culture of the target language.

Whether the program is FLEX, FLES, or Immersion, it is essential to coordinate the foreign language instruction across the curriculum so that the second language learning enhances the other subject areas. In order to present age-appropriate concepts, knowledge of the developmental stages of children is equally important.

FOREIGN LANGUAGE IN THE MIDDLE/JUNIOR HIGH SCHOOL

Middle school and junior high programs are as diverse as elementary school programs. They can be an articulated continuation for FLES or Immersion programs, or an entry point for new foreign language study. Exploratory programs can also be offered to introduce students to foreign languages that are offered at the high school. These exploratory programs assist students in the decision-making process as to which language they would like to study during their high school career.

FOREIGN LANGUAGE IN THE HIGH SCHOOL

High School foreign language programs typically fall into two categories: an articulated continuation of previous foreign language study or a point of entry for beginning language study. Special sequencing (articulation) for students previously involved in FLES and Immersion programs will help to insure the maximum potential and high school credit for competencies in speaking, listening, reading, and writing in the foreign language.

METHODOLOGY

No one specific methodology is suggested to achieve local goals and objectives. However, it must be kept in mind that well-planned articulation is essential to an effective (K-12) language sequence. A decision on teaching method(s) could be made after reviewing the appropriate sections in this document. Teachers and administrators are reminded to formulate instructional objectives and create lessons and materials that will accommodate the learning styles and abilities of a diverse student population.

III. FOREIGN LANGUAGE INSTRUCTION

THE ACTFL PROFICIENCY GUIDELINES

Background and History of the Guidelines

In 1982, the American Council on the Teaching of Foreign Languages (ACTFL) first publicly circulated the *ACTFL Provisional Proficiency Guidelines.* The Guidelines were developed in response to recommendations by various national task forces and requests from the foreign language profession. The initial Guidelines provided generic as well as language-specific proficiency descriptions for French, German, and Spanish.

In the four years following the initial publication of the Guidelines, the committees of guideline developers responded to suggestions and criticism and revised the generic guidelines. These revised guidelines appeared in 1986 under the title *ACTFL Proficiency Guidelines.* Other language-specific guidelines followed; the list now includes Arabic, Chinese, French, German, Hindi, Japanese, Russian, and Spanish.

Definition of Proficiency

In order to understand the Guidelines one must first understand the term proficiency as it relates to the Guidelines. Persons outside the profession frequently describe speakers of a given foreign language as being fluent or proficient in that foreign language; in such instances proficiency is equated with expertise as if foreign language ability were a finished product. In the Guidelines, however, proficiency is equated with progress and skill attainment. The Guidelines describe performance and linguistic abilities of typical learners at different stages of proficiency or stages in their progress toward foreign language acquisition. These stages of proficiency are divided into four main categories; in ascending order they are **novice, intermediate, advanced, and superior levels**. The categories are further divided into sub-categories and their descriptions are provided as well. *It is important to note that these proficiency levels do not refer to years of study or instruction time. The proficiency categories are levels of performance which the learner has attained regardless of time spent in studying the language.*

The Guidelines reflect current theories about second language acquisition and, in particular, research pertaining to communicative competence and the functional-notional concept.

Communicative Competence

In the 1970s and the 1980s, leaders in the profession such as Hymes, Savignon and Canale began to call for more emphasis on the development of communicative competence in the classroom. Communicative competence was defined as the ability to interchange new, unknown information with other people (Savignon, 1972).

Four components of communicative competence were identified and defined. The following definitions are derived from works by Savignon (1983) and Canale (1983).

Grammatical competence: Mastery of the linguistic code; that is, recognition of the grammatical features and sounds of a language and the production of them to form words, sentences and paragraphs.

Sociolinguistic competence: The ability to produce and understand appropriately in various sociolinguistic contexts; that is, the mastery of who says what to whom, when, and in what order in a conversation.

Discourse competence: The ability to achieve cohesion (structural linking) and to establish coherence (relating utterances to an overall unifying proposition); that is; recognizing and observing the organizational patterns.

Strategic competence: Mastery of verbal and non-verbal strategies to repair communication or to compensate for insufficient competence in some area; that is, coping and survival techniques such as circumlocution; asking for repetition, using "filler" and hesitation words, paraphrasing, acting out meaning, and pauses while still holding the other's attention.

Traditionally, grammatical competence has been considered the most important element in foreign language instruction. This emphasis, however, can be shown to be misplaced especially when it leads to miscommunication.

1) Learners may have difficulty understanding the meaning of an utterance even though they know all the words. As an example, students may be unable to comprehend, both linguistically and culturally, the phrase "Je me défends / Me defiendo" when used to answer the inquiry "Comment ca va? /¿Cómo estás?"
2) Learners may misunderstand a speaker's intention because they interpret according to the rules of their own language. For example, they may not realize that when a person "invites" (Je t'invite / Te invito), that person will pay as well.
3) Conversely, if competence is limited to the linguistic code, learners' speech behavior may be misinterpreted by native speakers. Learners might be considered immodest if they respond to a compliment with a simple "Merci / Gracias" (Wolfson, 1985).

In summary, the developers of the ACTFL Proficiency Guidelines, like the proponents of communicative competence, believe that language is made up of several areas of competency and that in teaching or evaluating language proficiency all four components must be included. To that end, the Guidelines have used the elements of the four components of communicative competence in the description of proficiency at various levels.

Functional-Notional Concept

The second important area of research reflected in the Guidelines concerns the functional-notional concept. Communicative competence is dependent upon the speaker's knowledge of the language used to perform linguistic tasks in social situations. These linguistic tasks are also known as the purposes or functions for which language is used. Researchers have identified hundreds of these functions such as complaining, apologizing, making purchases or ordering a meal. Thus, functions can also be referred to as the types of interactions in which we engage. The topics or meanings we wish to convey are the notions of language. In a textbook or classroom organized around a functional-notional approach, materials are chosen according to how notions (topics for discourse) and functions (purposes of language) are used in typical target culture situations or contexts. The following examples should serve to clarify a functional-notional syllabus.

1. Situation/Context: The city
   Function: Asking for and giving directions
   Notion: How to get to the art museum

2. Situation/Context: Department Store
   Function: Making purchases
   Notion: What to purchase for a teen-age girl's sixteenth birthday

The importance of the functional-notional concept is that it stresses what people do with language. Vocabulary and grammar are incorporated into the learning process, but knowledge of discrete vocabulary and grammar items is not the end goal.

The ACTFL Proficiency Guidelines use this functional-notional concept when they describe proficiency levels in terms of broad linguistic functions used in a variety of situations or contexts.

How to Read and Use the Guidelines

The ACTFL Guidelines include the statement that their organizing principle is language proficiency—the ability to function effectively in the language in various real-life situations. This proficiency is made up of three components:

1) Linguistic functions that the student is able to express and carry out.
2) Topics and content that can be discussed.
3) Degree of accuracy of the communicated message.

These three components are present in the descriptions of proficiency in every skill at every level.

A summary of the Guidelines for oral proficiency follows on page 16. This summary, called the Functional Trisection, outlines the important features of each proficiency level in terms of the three determining factors for each proficiency level—function,

context, and accuracy. As students move up the proficiency scale, the functions become more complex and the content becomes more sophisticated and extended in terms of the amount and complexity of discourse. In addition, accuracy becomes more and more acceptable to native speakers whose tolerance for errors is usually far less than that of a classroom instructor.

When reading the Guidelines or the Functional Trisection, it should be remembered that the proficiency scale is hierarchical; a person at any level on the scale is able to perform those functions described for that level as well as any and all functions described for previous levels.

CONCEPTS AND IMPLICATIONS OF THE PROFICIENCY GUIDELINES

Proficiency is not a methodology

The *ACTFL Proficiency Guidelines* is a statement of foreign language learning outcomes and linguistic abilities typical of learners at different stages of proficiency regardless of the methodology used for instruction. *The Guidelines describe performance; they do not prescribe methods or ways of attaining a performance level.*

For instructors interested in selecting a methodology or approach in keeping with proficiency, it should be kept in mind that proficiency is evaluated by the ability to function and interact in communicative situations. Thus, methodologies and approaches that emphasize contextualized exercises and activities as well as role-playing situations will help students reach a given level of proficiency more effectively than methodologies emphasizing discrete point mastery of grammar and vocabulary in isolation.

Proficiency Levels Cannot Be Equated With Instructional Time

Many people incorrectly assume that the proficiency levels novice, intermediate, advanced, and superior refer to years of study; that is, the novice level is the first year, the intermediate level is the second year, and so on. These terms do not refer to years of study but rather to the level of performance in each separate skill regardless of the time spent in formal study.

It is possible that a third year high school foreign language student could be an intermediate-mid in listening, a novice-high in speaking, an intermediate-high in reading, and an intermediate-low in writing; such variance is to be expected even within one student.

Further, most learners progress at a faster rate and achieve greater proficiency in the receptive skills (listening and reading) than in the productive skills (speaking and writing).

The Guidelines themselves reflect these differences. The speaking and writing guidelines have "superior" as the highest category; and the listening and reading skills go beyond the superior level to the "distinguished" category to account for the fact that many superior level speakers are probably beyond that level in the receptive skills.

It must be remembered that the Guidelines describe performance, not the amount of time spent in the classroom. Thus, variance among students and even within a single individual is to be expected.

Proficiency Means Realistic Expectations

The Foreign Service Institute (FSI) has estimated the number of contact hours that speakers of English need to attain certain proficiency levels in French or Spanish. According to their figures a learner will probably test within the intermediate range after approximately 240 hours of instruction and in the intermediate to advanced range after 480 hours. Under optimum conditions a typical high school student spends fifty minutes per day for 170-180 days per year in the foreign language classroom. Thus, after two years the student will have had the equivalent of 240 hours of instruction and after four years the equivalent of 480 hours of instruction. However, the FSI is basing its estimates on mature, motivated adult learners in an Immersion program; high school instructors should not expect comparable results from teen-age students whose motivation, general intellectual level and time constraints are totally different.

The proficiency labels are asking instructors to be realistic as to what students can learn to do in the brief amount of time they spend in the classroom. After four years of instruction, a high school student would be doing exceptionally well to perform at the intermediate high level for the speaking skill. A typical student will probably test in the intermediate low to intermediate range. The instructor might occasionally encounter advanced level performance but only from students who have had other foreign language experience such as study abroad or study in an Immersion program.

It is not realistic to expect advanced and especially not superior level speaking skills from fourth year high school students. The fact that advanced and superior levels are included on the scale does not mean that all students can reach those levels or that instructors should have those levels as goals. A superior level speaker is an educated speaker with high level critical thinking skills who can defend an opinion on a wide range of topics and can hypothesize.

Proficiency Focuses on the Functional Use of Grammar

Another frequent misconception about proficiency is the belief that grammar is no longer important since the guidelines make little mention of it.

At any given point on the proficiency scale a person is judged by the ability to perform certain functions. Grammar structure is the means by which these functions are carried out. An intermediate level speaker needs to be able to ask and answer questions. To perform that function, the speaker must have control of many grammar structures including interrogative words and pronouns, question word order, verb conjugations, subject pronouns, etc. Likewise, narration in the past at the advanced level requires control of the conjugation of several past tenses, the distinctions between those past tenses, adverbs denoting past time (yesterday, last week, a year ago), adverbs denoting sequencing of events (first, then, later, finally), conjunctions, and a host of other relevant grammar items needed to form paragraph length discourse.

The Guidelines do not specify knowledge of particular grammar points for several reasons.

1) The Guidelines are performance or outcome based and are expressed in terms of ability to perform linguistic functions. Control of grammar structure implies knowledge of discrete items and not necessarily the ability to use them functionally.

2) As shown above, a given function may and probably does require control of many grammar structures working in tandem.

3) Any given grammar structure can be used to perform many linguistic functions at any proficiency level. Present tense verbs, for example, can be used to enumerate, ask and answer questions, narrate in the present, describe, express facts, and even support opinions—functions that range from the novice to superior levels.

4) Several different grammar structures may work equally well in the performance of a given function. In French or Spanish, for example, one can provide narration in the future using the future tense, the to go + infinitive structure, or even the present tense.

Thus, the focus in the Guidelines is away from grammar as an end in itself toward using functional grammar. The Guidelines imply that the amount and kind of grammar taught at any instructional level should be in accordance with what students can use functionally.

FUNCTIONAL TRISECTION OF ORAL PROFICIENCY LEVELS

Oral Proficiency Level	Function (Tasks accomplished, attitudes expressed, tone conveyed)	Context (Topics, subject areas, activities and jobs addressed)	Accuracy (Acceptability, quality and accuracy of message conveyed)
NOVICE	Able to list and enumerate; operates with learned and memorized utterances; communicates on word/phrase level	Family members, time, day/month/date, foods, weather, sports, colors, rooms of house, numbers, clothing, everyday objects	Intelligible to those used to dealing with learners; fluent in memorized phrases
INTERMEDIATE	Can create with the language, ask and answer questions, participate in short conversations; communicates on sentence level	Everyday survival topics and courtesy requirements	Intelligible to native speakers used to dealing with foreigners
ADVANCED	Able to fully participate in casual conversations, can express facts, give instructions, describe, report, and provide narration about current, past and future activities; communicates with paragraph-length connected discourse	Concrete topics such as own background, family, interests, work, travel and and current events	Understandable to native speaker not used to dealing with foreigners; sometimes miscommunicates
SUPERIOR	Can converse in formal and informal situations resolve problem situations, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions and hypothesize	Practical, social, professional and abstract topics, particular interests, and special fields of competence	Errors never interfere with understanding and rarely disturb the native speaker; only sporadic errors in basic structures

CHARACTERISTICS OF PROFICIENCY-ORIENTED INSTRUCTION

In addition to assessing the foreign language proficiency of individual students, another of the important uses of the Guidelines has to do with curriculum design and program development. As has been stated before, the Guidelines do not represent a methodology nor do they prescribe techniques for meeting proficiency levels. However, since proficiency is measured by the ability to function in social situations, instructors will need to provide students with many opportunities to practice and improve that ability to interact in communicative situations so that students will progress through the proficiency stages effectively and efficiently.

The following pages outline the basic characteristics of proficiency-oriented instruction. Many instructors will undoubtedly note that certain characteristics and techniques are already part of their regular classroom practices. It is felt that many instructors will only need to modify their current practices, change their focus or their emphasis and possibly add certain new techniques in order to achieve a proficiency-oriented classroom. In efforts to meet proficiency guidelines it is hoped that instructors will not "throw out the baby with the bathwater" but will rather make gradual modifications in keeping with proficiency and the programs in existence in their schools.

Use of Authentic Purposes and Tasks

Students learn best when they perceive the language as purposeful. Classroom language should be seen as a vehicle through which meaning is conveyed and not merely as choral repetition or endless mechanical drilling.

Exercises and activities should be contextualized so that they simulate conversations in the real world as opposed to the classroom world. Several principles for contextualization are proved by Slager (1978).

1) The situation should be relevant and immediately useful.
2) The content should reflect the level of sophistication of the student and his knowledge of the world.
3) The language should at all times be natural.
4) The sentences should have truth value—you do not gain anything when you ask the student to practice the same set of statements in the affirmative and then in the negative.
5) Characters should be readily identifiable and their characteristics and abilities should be easy to remember.
6) There should be a variety of language samples through which the context is presented.
7) The social dimension should always be kept in mind; that is, who is speaking to whom and the social status of each speaker. Students can thus learn the differences between formal and informal speech naturally.
8) In devising contexts, care should be given to alternate responses in real language use. If a student is asked "What did you do last weekend?"
the student should have the option of saying "I didn't do anything."
9) Students should be asked to make statements in a context where the statements are naturally called for rather than to make statements for the sake of practicing the form.

Another important point is the authenticity of the task or activity. The task should require students to listen, speak, read, and write for authentic purposes—those purposes which invite the learner to do what would be done, in much the way it would be done by native users of the language. Role-playing situations that are similar to target culture situations are good examples of authentic and purposeful activities. Likewise, pair work and small-group work that simulate real-world conversations are authentic task-oriented exercises.

Another use of paired and/or small-group exercises and activities is in the provision of opportunities for extended discourse, that is, the ability to say several utterances in response to a questions or a topic rather than the typical one-sentence answer to a question found in many classrooms. The ability to engage in extended discourse is, of course, a function of an advanced level speaker, and one that must be practiced extensively before it is controlled.

Grammar must also be viewed as purposeful and meaningful if students are to learn to use and control grammar structures. As we know, grammar terminology is frequently meaningless for students but when related to its linguistic function, meaning is more evident to students. Pairing formation and position of adjective with the function of describing friends and family, or telling students they will learn to describe past activities by learning to distinguish the preterite/passé composé versus imperfect to help to make the grammar presentation meaningful. Several texts already on the market do relate grammar terms to a linguistic function. However, instructors using texts that do not relate the grammar terms to a linguistic function, can easily provide this type of information in order to make the text more meaningful and proficiency-oriented.

Use of Authentic Language and Materials

The importance of the use of authentic language and materials is, of course, obvious for if students are to imitate what they hear and read in the classroom, it must be accurate and authentic, that is, used by native speakers.

The trend in textbooks and in the classroom is toward the use of authentic materials rather than the often contrived language of teacher-prepared materials. Readings from newspapers, magazines, and advertisements, listening materials from radio, television, and film, and realia in the form of applications, tickets, checks, and order blanks form a substantial portion of classroom materials.

The use of authentic materials has as a corollary the maximum and consistent use of the target language in class by the instructor. The teacher should immerse students in a "climate of sound" using the target language from the very first day of the instruction; this includes greetings and leave-takings, directions, rewards and simple explanations.

In using the target language the teacher should use the appropriate register in terms of formal and informal levels and realistic rewards in response to student language. Instead of saying "Very good" when a students answers a question, it is more authentic to react

to the content of the answer with agreement ("So do I."), surprise ("Do you really?"), or by seeking more information ("Which movie did you see?").

Likewise, there should also be the maximum and consistent use of the target language in class by students. Students at the novice-mid to novice-high levels should be expected to understand simple instructions and activities conducted in the target language and to use the target language to meet their survival needs.

When the teacher consistently uses the language in realistic interchanges and situations, students learn to function in those situations with ease and naturalness.

Use of a Functional Approach

If students are to be trained to function and interact in communicative situations, then emphasis will need to be placed on functional language. The course materials, outline or syllabus, and tests should reflect a functional approach. Instructors should learn to express their teaching objectives in functional rather than grammatical terms. The syllabus should state: Discussing Daily Routine (not Reflexive Verbs), Telling Friends What To Do and Not To Do (not Affirmative and Negative Informal Commands). Since students learn what they practice, they too will see their course content as purposeful and learning will be more effective.

Spiral Sequencing

For many years is has been assumed that language learning is a linear, lock-step process. Textbooks traditionally present all relevant material about a particular grammar structure within one chapter. Instructors explain the grammar of the chapter and drill it until "mastery of form" has occurred. At that point the text, instructor, and students move on to another chapter and another grammar item. Little concern is given to control of usage or review and re-entry.

It is now known that the learning of grammar structures involves three stages; learners pass from conceptual control to partial control to full control of the grammar points they are taught. The amount of time required to obtain full control of a given structure will vary according to the student and to the difficulty of the structure. Fox example, an intermediate student should have full control of present tense verbs and will make few errors using them in simple conversations. However, an intermediate level student will have only partial control of the preterite and imperfect tenses; the student will sometimes use the forms correctly but will not be able to narrate in the past with fluency or accuracy. Finally, an intermediate student will have only conceptual control of contrary-to-fact if clauses. The student will understand and will recognize the verb forms involved, but will need considerable practice to complete mechanical exercises with accuracy and is a very long way from the full control of the structures needed for hypothesizing.

If a student is to progress from conceptual to partial to full control of a grammar structure, then that same structure must be introduced, re-entered, and practiced in spiral fashion throughout a course or textbook. Each time students pass by the structure, they strengthen the control over it.

Secondly, each time a given grammar point or function is re-entered, the context with which it is associated should change. A function seen and used in many contexts promotes greater accuracy and more complete control. Consider the following example:

Grammar Point:	Form and agreement of descriptive adjectives	
Function:	Describing people and things	
Context:	Introduction:	Describing family members
	1st re-entry:	Describing friends
	2nd re-entry:	Describing famous people
	3rd re-entry:	Describing objects
	4th re-entry:	Describing house, rooms and furniture
	5th re-entry:	Describing clothing
	6th re-entry:	Describing classroom/school

Obviously, the re-entries should occur in several chapters of a textbook and over a period of time in the classroom in order to allow for consistent practice and review.

Even though most texts do not allow for spiral sequencing or provide enough re-entry of functions, the classroom instructor can construct new exercises and activities that will add this necessary dimension to effective instruction.

A Risk-Taking Environment

Studies have shown that successful language learners are those students who are not afraid to take risks and make errors. Clearly, if students are to progress from the novice to intermediate level, they must learn to create with language. To do that, students must step out of the secure world of the memorized but probably correct utterance and enter the uncertain territory of making a statement they have not heard or seen before; chances for error increase greatly.

To stimulate and encourage a student to create with language certain steps can be taken; the first of these is the continued and frequent use of open-ended and communicative activities. This can be done even at the novice level by asking an open-ended question after a mechanical exercise: after drilling on foods, ask students what foods they like and what foods they hate. Students could work in pairs, conducting interviews about food preferences. As a follow-up, students could report orally to the class on the answers obtained or write a simple paragraph about their food preferences, favorite restaurants, and the like. Every class session should contain communicatively based activities such as interviews, role-playing, exchanging reactions to a situation. Only by communicating and exchanging ideas and information through the language will students learn to use language for a purpose and learn to interact with others.

As a corollary to the preceding point, it is important for teachers to accept the content of the student's language, instead of focusing only on its accuracy. Rather than overtly correcting a student's error, the teacher could ask for clarification; if a student says "I eated eggs for breakfast today.", the instructor could ask for clarification using the correct forms: "You ate what?" or could supply addition information using the correct forms: "I ate eggs for breakfast today, also." If several students make the same type of error, a follow-up explanation and drill could follow the open-ended questioning period.

If students are constantly interrupted when they attempt to communicate, they lose their train of thought. If they are constantly corrected, they lose the courage and desire to try to communicate. Positive, supportive, and encouraging reactions from the instructor will create a classroom climate that develops a sense of trust and is conducive to communication.

Another component of a risk-taking environment concerns the receptive skills of listening and reading. When students listen or read in the target language and encounter a word, phrase or structure they do not understand, they normally become frustrated and stop the listening or reading process momentarily. Students need to be overtly taught how to deal with these unknowns so they can make educated guesses concerning their meaning.

1) Students should be encouraged to guess and predict content before actually reading by studying titles, accompanying photos and charts.
2) Training in cognate recognition and word families will help students make educated guesses concerning new vocabulary.
3) Pre-listening and pre-reading exercises for frequently occurring structures will help students guess content.
4) Students need to realize they can read and listen for the gist of things; understanding and remembering every piece of information is not a necessity; however, understanding the main point is essential.

Focus on Communication

As previously stated, research has shown that students learn to communicate in a language only if they have opportunities on a daily basis for using the language in open-ended, communicative activities. Another emphasis is that grammar, beyond practicing forms and usage, needs follow-up work focusing on its functions and communicative usage. All of these activities require class time for partner interactions and student-led activities in which students ask questions and use grammar for various functions.

In order to focus on communicative activities, the amount and type of grammar covered should be limited to that related to functions at the desired or attained proficiency level. The number of contexts and amount of vocabulary can actually increase considerably if the grammar structures are reduced to what can be used functionally by the student. In this case less becomes more, for the student is actually more proficient with fewer hours of instruction when the grammar is presently functionally and practiced in a wide variety of contexts.

COMMUNICATIVE FUNCTIONS*

Novice Level: Basic Survival in the Classroom

During the novice low to novice high phase, students will learn to interact and survive linguistically in the target language in the classroom primarily using memorized materials and functions that recur on a daily basis; such functions include greeting, describing weather, or asking and talking about health. The students use the language in a manner that is comprehensible to a native speaker who is patient and accustomed to dealing with non-native speakers. Phonological and grammatical errors are frequent. These errors are expected and even accepted so long as they do not impede the comprehension of the interchange.

Students will usually give single sentence answers, or even partial sentences, in response to cues involving visuals, tightly structured questions such as yes/no or either/or questions, or a situation such as greeting each other upon entering the classroom. They rarely ask questions on their own, but can repeat questions from an instructor's model. It is hoped that students will be learning to ask more questions by the end of this level, and also to provide more than one-sentence answers to a question.

The communicative functions that novice-level students should be able to understand through listening or reading or complete in oral or written form include the following suggestions.

Function 1 — Students will understand by listening or reading and produce in oral and written form memorized and learned utterances and sequences.
The student will be able to:

a. respond to basic questions used in class dealing with health, weather, time.
b. repeat such basic questions and ask them of other students.
c. recite sequences such as the alphabet, days of the week, months, seasons, numbers.
d. respond to visual cues dealing with colors, time, members of family, rooms of house, clothing, body parts, etc.
e. understand and recite orally cultural songs, rhymes, and sayings.

Function 2 — Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.
The student will be able to:

a. seek information ("What page is it?" "Which exercise is it?").
b. express confusion or lack of understanding ("I don't know." "I don't understand." "Please repeat." "What did you say?").
c. follow directions ("Open your books, please." "Take out a sheet of paper.").
d. make excuses ("I don't have a pencil." "My homework is at home.").
e. ask permission ("May I speak English?" "May I go to my locker?").
f. express emotions ("Darn it!" "That's great!" "I hate tests!").

*Adapted with permission from *A Guide to Curriculum Planning in Foreign Language*, Wisconsin Department of Public Instruction, 1985.

Function 3 — Students will react in a limited way in a social situation without complications. The student will be able to:

a. understand and use appropriate greetings and leave-takings.
b. understand and pronounce typical male and female names.
c. understand and give personal information using memorized one- or two-sentence sequences such as name, age, family members.

Function 4 — Students will understand and answer in one sentence in oral and written form a structured question (yes/no; either/or) about real, personal experiences. The student is able to understand and answer in the past ("Did you sleep well last night?"); in the future using "going to" or the present tense with an adverb of futurity ("Are you going to study or watch TV this weekend?" "Are you working tonight?") The student will use memorized or learned material or "copy" the verb used by the instructor depending upon "automatic pairs" to form the answer: (Avez-vous is always answered by J'ai or Je n'ai pas; Vas a . . . is always answered by Voy a . . Gehst du . . . by Ja, ich gehe . . .). Students simply fill in the instructor's verb from the question.

Function 5 — Students will show in oral and written form, some spontaneity and creative language use in response to an oral or written question, a situation, or visual cue. Students will be able to:

a. respond realistically to basic questions used daily in class dealing with health, weather, and time.
b. manipulate memorized materials to fit the situation ("Today is . . ."; "The weather is . . ."; "It is . . . o'clock").
c. give a one-sentence description of items, using adjectives of color and size.
d. give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken ("Where is Nicaragua?" "When is Bastille Day?" "What do you eat in a Cafe/Konditorei?").
e. express likes/dislikes in one-word sentences (I like/hate . . ." "I do not like . . ." "Spinach is . . .") using concrete vocabulary with topics such as food, clothing, colors, classes in school.
f. express agreement and disagreement with other students' likes and dislikes. (Moi aussi, j'aime . . .; Tampoco me gusta; Ja, ich auch . . .).

Function 6 — Students will write or give orally a limited description of two-to-four single sentence utterances about the known and concrete environment given a topic or visual aid.

Intermediate Level: Basic Survival in the Target Culture

By the end of this level, students will possess the listening, speaking, reading, and writing skills necessary to be able to handle simple, everyday survival tasks in the target culture such as handling routine travel needs or taking care of their physical needs. Grammatical errors still appear in morphology and syntax patterns especially in those dissimilar to English patterns, but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in the novice level but still occur frequently enough to mark the student distinctly as a foreigner. Students' speech will be generally understandable to natives accustomed to dealing with non-native speakers.

Function 1

Students will be able to get into, through, and out of typical cultural situations such as getting a hotel room, ordering a meal, making a professional or personal appointment, using the post office, making a telephone call, getting a taxi, passing through customs.
Students will be able to:

a. make simple inquiries orally to seek information: "Where is . . .? "Do you have . . . ?" "How much is . . . ?".
b. gather information by reading or listening such as finding out opening and closing times; arrival and departure times; items on menu.
c. repair communication or compensate for insufficient competence in some area by having people restate things more simply or slowly ("Could you repeat more slowly, please?" "Would you write that down?"), trying to paraphrase the utterance; repeating part of the sentence with interrogative intonation, or using polite interjections.
d. complain or refuse politely (expressing displeasure, giving simple commands, asking for an alternative).
e. give more extended person information such as date of birth, age, nationality, career, educational background.

Function 2

Students will be able to tend to their welfare in the target culture.
Students will be able to:

a. tell someone they are tired, hungry, sick, or otherwise in need of something for personal comfort.
b. describe medical/physical needs in simple terms.
c. request help in attending to their needs and/or uncertainties in their situation.
d. buy basic food items in a street market or different areas.
e. cash a check and change money.
f. buy non-food survival items, such as a newspaper, notions, drugstore items.

Function 3

Students will be able to interact socially in an appropriate manner.
Students will be able to:

a. use a variety of appropriate greetings/leave-takings and social formulas such as those used for expressing politeness, apologizing, excusing oneself.
b. issue a simple invitation ("Would you like a drink?" "May I buy you a cup of coffee?").
c. arrange a meeting with someone at a specific time, place, date.
d. use common, appropriate telephone phrases.

Function 4

Unlike the novice level speaker, intermediate students can do the following:

a. create with language. They express their own thoughts, independent of structured questions or visual cues from the teacher. They go beyond rote repetition or learned sequences. They answer open-ended questions such as "Where are you going?" "What did you do last night?"
b. initiate a conversation. They can ask basic questions to gather information, meet their needs, or initiate social interaction.
c. interact and participate in a conversation. Instead of using one-word answers or a single sentence, they can string together several simple phrases or sentences to express basic ideas.
d. relate personal information about the past or future. Using reduced grammatical forms, students can use a few simple sentences to give personal information, independent of specific question posed by another person.

Advanced Level: Living and Functioning Socially in the Target Culture

At the advanced level students will carry out all the functions of the previous levels but have greatly increased the content areas they can discuss. Going beyond the linguistic focus of primarily personal welfare and survival of the intermediate level, students at the advanced level are beginning to discuss other people, places, and external events by describing and narrating in past, present, and future time.

In conversations the students are no longer primarily reactors. They participate actively in casual conversations and ask questions as part of the give-and-take of the interaction. They would be able not only to survive in the target culture but also to live and function in it, albeit in a limited manner. They are able to face situations that involve minor problems or unexpected developments and begin to resolve the differences.

From the grammatical point of view, students can handle the basic elementary constructions quite accurately and can use constructions to refer to the past and the future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation is often faulty but intelligible. While they sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

Function 1

Students will participate actively in oral and written forms although they may have difficulty when their vocabulary is insufficient for their needs.
Students will be able to:

a. understand questions about themselves relating to their residence, family background, hobbies, work, and other aspects of a daily routine.
b. ask others for information about themselves.
c. understand extended answers to their questions.
d. give detailed and extended information about themselves to others using strings of phrases and sentences that begin to resemble short, organized paragraphs rather than the single, unrelated simple sentences found at the intermediate level.

Function 2

Students will go beyond immediate events to narrate and describe in past, present, and future in oral or written form.
Students will be able to:

a. recount a sequence of events that happened to them or someone else.
b. summarize a movie, television program, book, magazine article, etc.
c. discuss current events and express reaction to them in simple, factual terms.
d. discuss plans for a future event such as a vacation or trip.
e. understand others' accounts of all of the above.
f. understand and produce blocks of well developed discourse, both in quantity (several sentences in extended discourse; compound/complex sentences) and quality (events sequenced in time, interrelationships between sentences and events), although they may not be able to sustain this level of performance on all topics. They comprehend and deliver well organized and inter-related "chunks" of information in all skill areas.

Function 3

Students will explore options in a situation and handle difficulties and unexpected events.
Students will be able to:

a. suggest rather than accept the option offered, such as sending back unacceptable food, change a departure time.
b. influence or encourage someone to do something such as to exchange places on a train or return a purchase.
c. seek explanations for the unexpected such as finding out why the check for a meal is high or why the credit card is not accepted.

By the time students have reached the advanced level, they have become interesting communicators. While they still communicate primarily about themselves, they do so now in greater detail. They can also inquire about others, recount past, present, and future experiences, describe their work and daily experiences, interact actively in a casual conversation and solve problems.

Phonological, grammatical, and usage errors still occur but less frequently than in the novice or intermediate levels. At this level students could survive quite well linguistically and, in a limited manner, socially in the target culture.

IV. SCOPE AND SEQUENCE

In successful foreign language programs, careful planning of the scope and sequence is essential. The content to be taught at each level of the program ought to be defined. Scope refers to course content; that is, the material presented within a given period of time. Sequence refers to the order in which the content or scope is taught.

Coordination of scope and sequence (vertical articulation) and coordination of scope and sequence at the same grade level (horizontal articulation) are important for curriculum development. Basic curriculum content to be developed for French, German, Spanish, and Latin is presented in this section. The teaching of other languages (Japanese, Russian, Chinese, etc.) is encouraged, even though a detailed scope and sequence is not provided.

Elementary Programs (See pages 29 through 30)

To achieve a high level of proficiency in a second language, it is best to begin that study at a young age. Not only does this allow for a period of extended foreign language study, but also takes advantage of the young learner's naturalness in second language acquisition.

When planning for an articulated elementary sequence, it is important to recognize that elementary level foreign language study cannot be divided into the previously mentioned (traditional) levels of language study. For example, Level 1 material from a secondary program cannot be taught in a corresponding number of years in an elementary program due to cognitive and psychomotor development of the students. An elementary curriculum must be geared to the age and interest level of the students and must emphasize the acquisition of aural-oral foreign language proficiency rather than acquisition and learning of the four skills using an integrative approach. The following section presents several program options for an articulated sequence based on programs which have a minimum of 100 minutes of weekly instruction throughout the school year. To avoid confusion with the previously described levels of proficiency, the suggested scope and sequence for elementary programs is described in terms of phases, which may be articulated into existing levels of instruction in the high school.

Secondary Programs (See pages 31 through 57)

The material which follows indicates the minimum linguistic content for any given level. The levels are identified as I, II, and III and IV, and each level is equal to one year of high school study or two years of junior high/middle school study. Broad guidelines for articulation between levels I, II, III, and IV, are suggested, but do not propose any particular sequence of the items mentioned within a given level. The information contains what the student may be able to carry out by the end of that level.

Three Suggested Vertical Articulation Options For Elementary, Middle/Junior High and High School Programs

In the chart below, articulation applies to the study of only one language.

	Option 1 K-12*	Option 2 3-12	Option 3 6-12
K	Phase I		
1	Phase I		
2	Phase I		
3	Phase I	Phase I	
4	Phase II	Phase I	
5	Phase II	Phase I	
6	Phase II	Phase I/II	Level 1**
7	Phase III	Phase II	Level 1
8	Phase III	Phase II	Level 1
9	Level 3***	Level 3	Level 2
10	Level 4	Level 4	Level 3
11	Level 5	Level 5	Level 4
12	Level 6	Level 6	Level 5
Desired Proficiency Outcome (ACTFL)	ADVANCED	INTERMEDIATE HIGH	INTERMEDIATE

* Based on the Ferndale, Michigan program

** Traditional 5-year sequence, enhanced by addition of instruction in 6th grade.

*** The proficiency level of students entering Level 3 in a K-12 program will differ from the proficiency level of students at Level 3 in a 3-12 program (See Desired Proficiency Outcomes).

Phase I: At the earliest levels, or approximately the first 3-4 years of elementary foreign language study, students will be provided with opportunities to develop listening and speaking skills. Students learn to:

- Understand and use basic greetings and leave takings.
- Understand and orally recite cultural songs, rhymes and sayings.
- Using memorized material, ask and respond to basic questions dealing with personal information (name, age, family, likes/dislikes).
- Respond to visual cues dealing with colors, shapes, health, weather, time, family members, body parts, clothing, animals.
- Recite sequences (numbers, days, months, seasons, ABCs).
- Answer information questions about familiar topics.
- Using memorized material, ask permission, express confusion or lack of understanding, make excuses.

Towards the end of this phase, students may begin reading of familiar material in the second language[1]. As with reading, writing is limited and relies on the use of familiar material. Cultural awareness is accomplished through songs, stories, games and other classroom activities.

Phase II: During this phase, which may encompass three years at the upper elementary grades or two years at the junior high, emphasis remains on developing listening and speaking skills, but time spent on reading and writing in the foreign language increases. Students begin to develop an awareness of grammatical structures, but formal grammar instruction is kept to a minimum.[2] During this phase students will:

- Give more extended personal information (such as date of birth) and personal information about others.
- Respond to visual cues dealing with school, home, city/community, sports, action words, foods.
- Make simple inquiries orally to seek information, meet needs or initiate a conversation.
- Begin to create with the language to express personal thoughts or needs on simple, familiar topics.

[1]For programs with entry points in upper elementary grades, reading activities will be introduced earlier, but should nonetheless follow the development of listening and speaking skills.

[2]Slightly more grammar explanations may be appropriate for the older students at the junior high level.

- Learn sound/symbol correspondences of foreign language.
- Read stories and other texts for (cultural) information.
- Write simple sentences in response to structured questions, to describe objects or people and for self-expression.

Phase III: This phase follows an articulated K-6 elementary program. Taught in the junior high, students are expected to develop proficiency in each of the four language skills. During this phase students will:

- Learn about the language (grammar) and culture entirely through the medium of the foreign language.
- Learn to address individuals in the correct social register.
- Recount a sequence of events in the present and past tenses, orally and in writing.
- Read and listen to authentic "texts" for information about history, geography and other aspects of the target culture(s).
- Increase the ability to create with the language to express ideas and needs, orally and in writing.

Language Specific Suggested Scope and Sequence

The following pages delineate suggested Scope and Sequence for the following languages:

- French (pages 32 - 37)
- German (pages 38 - 43)
- Spanish (pages 44 - 49)
- Latin (pages 55- 57)

FRENCH SCOPE AND SEQUENCE

Level I Basic Curriculum Content

Basic Survival in the Classroom

Overview of Level I Proficiencies	Verbs	Other Parts of Speech
Students will: 1. Understand and produce memorized utterances and sequences in oral and written form. 2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions. 3. React, in a limited way, in a social situation without complications. 4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. 5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual. 6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	•**-er** and **-ir** verbs **faire** **aller** **avoir** **être** **s'appeler** **jouer à/jouer de** Present tense, all persons; correct word order in declarative sentences with **ne...pas**; interrogative sentences with intonation; **est-ce pas**; **n'est-ce pas**; inversion; interrogative expressions (e.g., **Qui? Quel?**) **Est-ce que je pourrais? Puis-je?** **Je voudrais/voudriez-vous?** **Je prends/prenez-vous?** **Je mets/mettez-vous?** **Je bois/buvez-vous?** **Je pourrais/pourriez-vous?** **Se trouve** • React appropriately to imperatives in classroom situations • Respond to structured questions in **passé composé**, using automatic pairs (e.g., **Avez-vous? j'ai**) to provide personal information • Respond to structured questions with **aller** +infinitive using automatic pairs (e.g., **Allez-vous?/je vais**) to provide personal information • Respond to questions about the future using present tense + adverbs of futurity (e.g., **Etudies-tu demain? Oui, j'étudie demain.**)	• Common nouns (singular and plural) used with definite articles, indefinite articles, partitive articles (affirmative and negative); demonstrative adjectives; possession shown with possessive adjectives (**mon, ma, mes**) and **de** • Subject pronouns (singular and plural) • **De, à**, and their contractions • Adjectives of size, color, emotion, appearance (agreement and syntax) • Basic prepositions (e.g., **avec, sur, par, sous, près de, pour, loin de, à droite, à gauche, chez**); nouns + emphatic pronouns • Adverbs of quantity, degree, time (e.g., **très, beaucoup, peu, bien, hier, aujourd'hui, demain**) • **C'est/il est** • **Il faut + infinitive** • **Il y a/y a-t-il?** • Interrogative expressions (e.g., **Où? Quand? Pourquoi? Quel? Combien? Qu'est-ce que? Qui?**) • **Que veut dire? Comment dit-on?** (with new vocabulary)

TOPICS AND VOCABULARY	CULTURE
• Age • Alphabet • Body parts • Cardinal and ordinal numbers • Classes and courses • Classroom objects and routines • Clothing • Colors • Days of the week, month, seasons • Family members • Greetings • Health • Leave-takings • Meals and food • Personal activities • Pets and other animals • Rooms of the house • Time • Weather	• Awareness of varied register levels in greeting and other interactions (e.g., **Bonjour, Mlle** to an adult/ **Salut** to a peer); different patterns of friendship (**un camarade, un ami, un petit ami**) • Appropriate kinesics (e.g., handshake and greeting; **comme ci, comme ça**) • Typical French names • **La vie quotidienne** • **Les loisirs** • French syntax in expressing dates; recongition of 24-hour clock • Reading and writing numerals in French manner • Basic geographical information about France and other francophone countries (e.g., cities, rivers, monuments) • Songs, rhymes, poems, sayings, proverbs • Understanding and use of French monetary system • Reaction to health situations • Family structure • French cuisine • French educational system • **Haute couture** • French holidays

FRENCH SCOPE AND SEQUENCE

Level II Basic Curriculum Content
Basic Survival in the Target Culture

Overview Level II	Verbs	Other Parts of Speech
Students will: 1. Be able to get into, through, and out of typical cultural situations. 2. Be able to tend to their welfare in the target culture. 3. Be able to interact socially in an appropriate manner.	*Review and re-entry of Level I* • Present tense, **passé composé, aller** + infinitive • Present tense of **-re** verbs common reflexive verbs to give personal information (e.g., **s'appeller, se lever, se laver, se brosser les dents, s' habiller, se coucher**) common stem-changing verbs (e.g., **acheter**, **préférer**) and common irregular verbs (e.g., **prendre, comprendre, mettre, vouloir, pouvoir, dire, écrire, lire, boire, voir, savoir, connaître**) in the affirmative, negative, and interrogative forms • Appropriate and conditional forms of **vouloir** and **pouvoir** • Avoir expressions • **Venir de** + infinitive to express immediate past action • Appropriate use of **savoir** and **connaître** • Recognitional knowledge of imperfect tense of known verbs • Future tense	*Review and re-entry of Level I* • Appropriate use of single direct and indirect object pronouns **y** and **en** in affirmative and negative statements, interrogative and imperative sentences • **De, à,** and **en** with geographical expressions and other common prepositions • Various negative expressions **(ne...jamais, ne...personne, ne...plus, ne...rien, ne...pas encore, ne...ni...ni)** • Appropriate use of interrogative pronouns (e.g., **Qui? Qu' est-ce qui? Qu'est-ce que? Que?), interrogative adjectives (e.g., Quel?), and interrogative adverbs (e.g., Combien? A quelle heure? Où?)** • Basic adverbs plus appropriate use of comparative and superlative forms of regular and irregular adverbs • **Il a/Y a-t-il?** • **Qú est-ce qu'il y a?** • Basic adjectives and adjectives expressing contrasts, professions, nationality, physical and emotional states; comparative and superlative forms of regular and irregular adjectives

TOPICS AND VOCABULARY	CULTURE
Review and re-entry of Level I	*Review and re-entry of Level I*
Situations such as	• Know what to say and do in typical French cultural situations
• Ask for and follow directions	• Understand and use the French monetary system (**piéces et billets**)
• Get a hotel room	• Recognize and use signs for streets, public transportation (e.g., **le métro**, buses) and public services
• Order a meal	• Understand regulations and procedures involving customs, the post office, public transportation, and other public services
• Make an appointment	• Locate necessary sources of information and help
• Make a phone call	• Shopping and dining
• Use public transportation (e.g., **le métro**, buses taxis)	• Awareness of popular and frequently visited historical sites, buildings, monuments, and geographical features (e.g., provinces, cities, rivers, mountains)
• Pass through customs	• Understand and use the metric system
• Shopping	
• Cash a check, exchange money	
• Social encounters	
• Tend to one's physical welfare	
Topics such as	
• Personal information	
• Health and well-being (physical and emotional)	
• Nationalities and countries	
• Recreational pursuits	
• Daily activities	

FRENCH SCOPE AND SEQUENCE

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture

Overview Level III & IV	Verbs	Other Parts of Speech
Students will: 1. Participate actively using oral and written forms. 2. Go beyond immediate events to narrate and describe the past, future, and present in oral and written form. 3. Explore options in a situation and handle difficulties and unexpected events.	*Review and re-entry of Levels I and II* • Level I and II verbs in the present tense, **passé composé**, and **aller** + infinitive for future use; knowledge of **imparfait** • Levels I-IV verbs in the imperfect, future, and conditional tenses and in affirmative, negative, and interrogative forms • **Passé composé** vs. **imparfait** (basic distinctions and usage) • Use of future and future perfect with certain conjunctions (e.g., **quand, dès que, aussitôt que**) • Present subjunctive mood used with emotive and impersonal expressions • Present/future and imperfect conditional terms of known verbs; **si**-clauses • Present tense of known verbs with **depuis, il y a, ça fait** • Recognitional knowledge of known verbs in the pluperfect, conditional perfect, **passé** simple, passive voice • Irregular verbs not covered in Levels I and II, including **devoir, suivre, ouvrir** • **Si** + **on** with the **imparfait** for making suggestions	*Review and re-entry of Levels I and II* • **Depuis** expressions • Use of infinitive after prepositions and perfect infinitive after **après** • Relative pronouns (e.g., **qui/que, ce qui/ce que, dont, lequel** • Distinction between interrogative pronouns for people and things • Appropriate use of double object pronouns in affirmative and negative statements, interrogative and imperative sentences • Possessive pronouns • Syntax of pronouns with conjugated verbs and infinitives • **Tout** and its forms as adjectives, pronouns, and adverbs • Position of adjectives to change meaning • **Penser** with **à, de, and que** • Appropriate use of **il/elle est** vs. **c'est**; and **ils/elles sont** vs. **ce sont** • Transitional words and phrases (e.g., **puis, ensuite, enfin**) • **On** used as a pronoun of general reference or in place of **nous** or **vous**

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II *With reference to both the native and target cultures* • Current events • Daily routine • Feelings • Geography • Hobbies • Holidays and other special events • Intellectual and aesthetic pursuits (e.g., movies, theatre, TV, books, magazine articles, art) • Leisure-time activities • Opinions • Pastimes • Personal interests • Politics • Relationships • Residence • Special personal events (e.g., weddings, family gatherings) • Various modes of travel	*Review and re-entry of Levels I and II* • Common slang expressions • Media • Typical reading material (e.g., books, magazines, newspapers and possible political orientation) • Various aspects of travel • Family and personal relationships • Typical types of work • Appropriate behavior in social and work situations--acceptable topics of discussion; not probing too deeply into personal life; etiquette; expressing displeasure, disagreement, opinions, and values; influencing others; polite to impolite register levels • Current events • Politics as a perennial and nonpersonal topic of conversation; importance of being well informed on politics and current events in France, U.S., world • Major historical events • French literature • French art and music

GERMAN SCOPE AND SEQUENCE

Level I Basic Curriculum Content
Basic Survival in the Classroom

Overview - Level I	Verbs & Word Order
Students will: 1. Understand and produce memorized utterances and sequences in oral and written form. 2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions. 3. React, in a limited way, in a social situation without complications. 4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. 5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual. 6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Present tense of common verbs • Present tense forms of selected irregular verbs • Future time expressed by present tense and adverb • Selected present-perfect constructions to express past actions • **Kennen/wissen** • Word order for statements, questions, and commands • Past time expressed by present tense + **schon** • **Gern** with verbs • Present tense of modals with infinitive • React to imperatives in the classroom

Other Parts of Speech	Topics & Vocabulary	Culture
• Nouns with definite and indefinite articles in the nominative and accusative • Personal pronouns in the nominative • Possessive adjectives in the nominative (**mein, dein, sein, unser, euer, ihr**) • Appropriate adverbs • Conjunctions (**und, oder, aber, denn**) • Isolated dative constructions • Adjectives following the verb **sein** • Pronouns in the accusative • Accusative prepositions • Interrogatives (**wer, was, wo/wohin, wann, wieviel,** etc.) • Negation with **nicht, kein**	• Alphabet (oral mastery) • Numbers 1-1000 • Days of week, months, seasons • Weather, thermometer • Health • Emotions (feelings) • Personal activities • Classroom expressions • Rejoinders and interjections • Names (typical male and female) • Age • Family • House (name of rooms, phrases, **zu Hause, nach Hause**) • Body parts • Greetings and leave-takings • Courtesy expressions • Time (as an extension of counting) • Sports • Likes and dislikes • Question words • Metric system • Colors • Meals • Food • Clothing • Dates including abbreviations and ordinal numbers	• Songs (folk songs and current hits) • Rhymes and sayings • Proverbs • Polite and familiar address • Names and titles • 24-hour clock • Handshake • Greetings • Phone numbers • German-speaking countries • Holidays (Christmas and Easter) • German foods • Hiking and walking • Currency • Basic geographical terms about German-speaking countries • Capitalizing nouns • Letter writing including capitalizations of **Du, Dein, Ihr, Euer** • Sports

GERMAN SCOPE AND SEQUENCE

Level II Basic Curriculum Content
Basic Survival in the Target Culture

Overview - Level II	Verb & Word Order
Students will: • Be able to get into, through, and out of typical cultural situations. • Be able to tend to their welfare in the target culture. • Be able to interact socially in an appropriate manner.	*Review and re-entry of Level I* • Verbs with separable prefixes in the present tense • Modal constructions with infinitives/negation of modal constructions **Lassen** construction Future with **werden** (for emphasis) • Present-perfect tense of all verbs including modals • Present tense vs. present perfect • **Schon...seit** construction to express past action continuing into the present • Dative of interest • Reflexive verbs • Irregular imperatives • **Nicht brauchen + zu** as a negation of **müssen** • **Mögen** vs. **gern** construction • Indirect objects

Other Parts of Speech	Topics & Vocabulary	Culture
Review and re-entry of Level I • **Ein** and **der** words and **wer** in the nominative, dative, and accusative • Omission of article **Ich bin Schüler/Schülerin** • Imperfect tense of **sein, haben** • Prepositions--dative, accusative, dative and accusative • **Weh tun, schmerzen** with parts of the body • **Werden**	*Review and re-entry of Level I* • **Man**, e.g., **man geht, man nimmt**, etc. • Weather report • Transportation • Points of the compass (**Norden, nördlich**) • Telling time • Vocabulary building: word families • Dates of the calendar • Hobbies • Names of neighboring countries • **Es gibt** • Sports • Personal activites • **Nicht brauchen zu.** • **Wieviel? Wie viele?** • **Es gibt** vs. **es ist, es sind**	*Review and re-entry of Level I* • Courtesy expressions • Opening and closing times • Polite commands • Expressing personal needs • Flavoring words (**na, ja, denn, mal, doch,** etc.) • Greetings-regional variations • German school system • Using the telephone • **Marktplatz** • Eating establishments • Table setting, table manners • **Kaffeetrinken** • Metric measures of volume and weight • Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**) • Transportation • Drivers' education • Geography • **Landkarte, Stadtplan**

GERMAN SCOPE AND SEQUENCE

Level III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture

Overview - Level III & IV

Students will:

1. Participate actively using oral and written forms.
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms.
3. Explore options in a situation and handle difficulties and unexpected events.

Verbs & Word Order

Review and re-entry of Levels I and II

- Present-perfect of **sein** and **haben**
- **Mögen** and **möchten**
- Other auxiliary verbs + **zu**
  Ich habe viel zu tun
- **Um-zu** construction
- Word order-direct and indirect objects
- Verbs with separable and inseparable prefixes in present and present-perfect tenses
- Reflexive verbs in the dative and accusative contrasted with dative of interest
- Past participles of irregular weak verbs
- Imperfect tense
- Past-perfect tense
- Relative clauses
- **Würde** constructions
- Subjunctive of **sein** and **haben**
- Subjunctive I and II of all verbs, present and past time
- Passive voice

Other Parts of Speech	Topics & Vocabulary	Culture
Review and re-entry of Level I • Uses of **als/wenn** vs. **wann** • Prepositions with relative pronouns • Relative pronouns • Subordinating conjunctions • Comparison of adjectives and adverbs • Adjective endings • **Wo/da** compounds • Time expressions • Nouns declined as adjectives • **Ein** words used as pronouns • Genitive case • Genitive prepositions • Indefinite relative pronoun **was** • **Es steht** **Es steht in der Zeitung.**	*Review and re-entry of Level I* • Inhabitants of cities and countries • Languages • Expressions for personal hygiene • Hobbies • Prefix **un-** • Suffixes **-los, -heit, -ung, -keit, -lich** • Business and technical language • Formal language and appropriate gestures	*Review and re-entry of Level I* • Dialects • Geography • University and vocational education • Newspapers and magazines • Postal system • Transportation system • Holidays • Restaurant/**Konditorei** • Readings and audio-visual presentations • Business and technical correspondence • Music, history, literature, science, art, German-Americans

SPANISH SCOPE AND SEQUENCE

Level I Basic Curriculum Content

Basic Survival in the Classroom

Overview - Level I	Verbs & Word Order
Students will: 1. Understand and produce memorized utterances and sequences in oral and written form. 2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions. 3. React, in a limited way, in a social situation without complications. 4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. 5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual. 6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Present tense of commonly used regular **-ar, -er, -ir** verbs • Word order and intonation in declarative and negative sentences • Word order and intonation in yes/no and information questions • Present tense of selected irregular verbs: **ser, estar, ir, tener, saber, decir, venir, hacer, dar, conocer** • Present tense of selected stem-changing verbs • Present tense of reflexive verbs • Selected forms of **gustar (me gusta, te gusta, le gusta, me gustaría)** • Selected forms of verbs expressing agreements and disagreements: **estar de acuerdo, dudarlo** • React to imperatives in the classroom • Memorized automatic pairs of future, using **ir + a** + infinitive • Present tense + adverbs to indicate futurity • Differences between **jugar/tocar; estar/ser; saber/conocer** • Infinitive used after conjugated verbs • Preterite of regular **-ar, -er, -ir** verbs

Other Parts of Speech	Topics & Vocabulary	Culture
• Singular and plural of common nouns with their definite and indefinite articles • Singular and plural of subject pronouns • Possessive adjectives • Possession with **de** • Contractions **al** and **del** • Descriptive adjectives, agreement and syntax • Demonstrative adjectives • Prepositions **en, sobre, cerca de, lejos de, a, con, sin, para, por** • Adverbs of quantity, degree, and time (e.g., **muy, mucho, poco, bien, ayer, mañana, hoy**) • Interrogative expressions-**¿Dónde? ¿Cuál? ¿Qué? ¿Cuánto? ¿Por qué? ¿Quién? ¿Cómo? ¿Cuántos?** • Personal **a** • Prepositional pronouns • Rejoinders and interjections • Expressions-**tener** expressions; **hace** with weather; **hay; a la derecha, a la izquierda** • Expressions of agreement • Expressions of confusion • Negation • Affirmative and negative words (e.g., **algo, nada, también, tampoco**)	• Alphabet • Age • Body Parts • Cardinal numbers to 1000 • Classes and courses • Classroom objects • Classroom routine • Clothing • Colors • Days of the week, months, seasons • Family members • Food • Greetings • Health • Interjections • Leave-takings • Leisure activities • Meals • Personal activities • Rejoinders • Rooms of the house • Sports • Time • Weather	• Appropriate songs, rhymes, poems, proverbs • Geographical areas where Spanish is spoken and basic geographical terms (north, south, etc.; street maps) • Common gestures and non-verbal communication (embrace, kiss, space) • Typical names, surnames, titles • Reading and writing addresses, phone numbers in Spanish fashion • Lack of capitalization (days of week, months, **yo**, etc.) • Spanish syntax in expressing dates and abbreviation of dates • Recognition of 24-hour clock and Hispanic concept of time • Currency in Spanish-speaking countries • Reaction to health situations (e.g., for a sneeze..**salud, Jesús**) • Greetings and leave-takings • Family structure, including godparents • Daily life in Hispanic culture-meals and food, school, sports, holidays, pastimes, clothing • Common courtesy expressions

SPANISH SCOPE & SEQUENCE

Level II Basic Curriculum Content
Basic Survival in the Target Culture

Overview-Level II	Verb & Word Order
Students will: • Be able to get into, through, and out of typical cultural situations. • Be able to tend to their welfare in the target culture. • Be able to interact socially in an appropriate manner.	*Review and re-entry of Level I* • Preterite of irregular verbs • Imperfect, future, conditional, present progressive • Recognition of present perfect, pluperfect, past progressive • Formal commands • **Acabar de** + infinitive • Forms of verbs like **gustar, faltar, doler** • Word order in affirmative, negative, and interrogative statements • Present subjunctive to express desires and requests

Other Parts of Speech	Topics & Vocabulary	Culture
Review and re-entry of Level I • Appropriate use of single direct and indirect objects in affirmative, negative, interrogative, and commands • Appropriate use of interrogatives • Basic adverbs • Differences between **por** and **para** • Indefinite affirmative and negative pronouns: **algo, nadie** • **Hace** with expressions of time in the present tense • Basic adjectives and nouns dealing with contrasts, professions, nationality, and physical and emotional states • Comparative and superlative	*Review and re-entry of Level I* • Ask for and follow directions • Get a hotel room • Order a meal • Make an appointment • Use the post office • Make a phone call • Use public transportation • Pass through customs • Shopping • Cash a check or change money • Social encounters • Tend to one's physical welfare *Topics such as* • Personal information • Professions • Emotional and physical health and well-being • Nationalities and countries • Recreational pursuits • Daily activities	*Review and re-entry of Level I* • Knowing how to react in the situations listed under *Topics and Vocabulary* • Understanding and using the monetary systems of Hispanic countries • Recognizing and using signs for streets, public transportation, and public services • Understanding regulations and procedures involving customs, the post office, public transportation, and other public services • Locating necessary sources of information and help • Shopping in the Hispanic culture • Dining out • Geography; cities and major landmarks in the Hispanic world • Understanding and using the metric system

SPANISH SCOPE & SEQUENCE

Level III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture

Overview-Level III & IV	Verb & Word Order
Students will: • Participate actively using oral and written forms • Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms • Explore options in a situation and handle difficulties and unexpected events	*Review and re-entry of Level I and II* • All verbs of Levels I and II in present, preterite, and imperfect • Irregular verbs not covered in Levels I and II in present, preterite, and imperfect • Differences between imperfect and preterite • Present-perfect tense • Impersonal and passive **se** • **Hace...que** and present tense verb • **Hace** + verb in perterite • Polite register of verbs (**quisiera, me gustaría, pudiera**) • Verbs requiring prepositions before infinitives • Subjunctive Present subjunctive used with expressions of desire, judgment, doubt Present subjunctive in adverb and adjective clauses Present subjunctive in indirect commands

Other Parts of Speech	Topics & Vocabulary	Culture
Review and re-entry of Level I & II	*Review and re-entry of Level I & II*	*Review and re-entry of Level I & II*
• Negative expressions	• Relationships	• Family, extended family, and personl relationships
• Use of double object pronouns in affirmative and negative statements, interrogatives and imperative sentences	• Residence	• Types of work
• Demonstrative adjectives, pronouns	• Hobbies	• Common slang
• Positions of pronouns with conjugated verbs and infinitives	• Pastimes	• Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)
• Position of adjectives to change meaning	• Personal interests	• Holidays and other special events
• Transitional words and phrases (**después, entonces**)	• Opinions and feelings	• Typical reading materials (books, newspapers, magazines)
• Comparisons	• Daily routine	• Media
• Casuality phrases (**por eso, por lo tanto, a causa de**)	• Weekend and evening activities	• Current events
• Possessive pronouns (long and short forms)	• Current events	• Politics as a perennial and non-personal topic of debate, and the importance of being well informed on politics and current events in the Spanish-speaking countries, the USA, and the rest of the world
• Relative pronouns	• Politics	• History of Spanish-speaking world
• Expanded use of definite and indefinite article	• Aesthetic pursuits (movies, theatre, TV, books, magazine articles, art)	• Geography
• Neuter article **lo**	• Special personal events (family get-togethers, weddings)	• Achievements of Hispanic peoples: literature, art, architecture
• Common slang	• Holidays and other special events	• Various modes of travel
• Rejoinders/Interjections	• Various modes of travel	• Travel abroad
	• Travel abroad	• Restaurants and meals in Spanish-speaking countries
	• Geography	

LATIN EDUCATION GUIDELINES

I. ANCIENT LANGUAGE STUDY

The goals and objectives for teaching and learning an ancient language like Latin are different from those appropriate to the study of a modern foreign language. In the modern language it is anticipated that the student will learn to communicate through the four language skills - listening, speaking, reading, and writing; for the student of an ancient language, the primary and essential skill is the skill of reading. Listening, speaking, and writing skills are not unimportant. They aid in the development of reading skills and serve to vary instruction. Cultural goals and objectives are, of course, just as important in ancient language study as in modern language study; they may be even more important.

Since the learning outcomes of a classical language are significantly different from those of a modern foreign language, it is most beneficial for students to have the opportunity to study both. The special grammatical-syntactical focus required for Latin not only aids the student to understand better the structure of English but also serves as an ideal preparation for the study of modern Romance languages such as French and Spanish. The study of Latin vocabulary is likewise the key to the root meanings of more than 60% of the terms in the English lexicon.

II. THE LATIN CURRICULUM

The two centuries from Cicero's first appearance in court to the death of Tacitus produced some of the great world classics in prose and poetry; likewise, the history of this period is eventful and instructive. Generations of Latin students have benefited from a high school curriculum primarily consisting of Caesar in Gaul, Cicero, and the first half of the *Aeneid*; but the situation has certainly changed. Many teachers today are looking for ways to broaden the curriculum, both by more varied reading in classical authors and by exploration of the riches of Latin in the late Empire, the medieval period, and the Renaissance.

III. THE STUDY OF LATIN TODAY

Through the Latin sequence the student develops his/her ability to read more and more complex and challenging Latin literature. As a result the student can gain an even deeper understanding of Roman civilization and its rich linguistic, social, political, legal, and literary heritage in our own world.

No other language study affords the same range of formal and informal literature, the panorama of experience in coping with change, or the rare opportunity to communicate across centuries. No other language teaches us so much about ourselves and our cultural roots.

Not the least of the values of Latin study is its positive effects upon students' English vocabulary skills. The highest Scholastic Aptitude Test scores have been achieved by students who have a solid background of three, four, or five years of Latin. The scores increase with each level of Latin study.

IV. LATIN IN THE CLASSROOM

Although Latin is a "dead language" in the sense that no native speakers are being born today, the Latin of the classroom must be a "living language." Depending on the school situation and on the years of instruction, the teacher may find these techniques helpful:

- Latin is used for greetings and classroom directions.
- Latin question-answer exercises and other Latin-to-Latin drills are emphasized.
- Latin reading is the vehicle for acquiring information on every facet of Roman life.
- Students are encouraged to compose and role-play situations from Roman daily life, history, mythology, and literature.
- English derivatives are related to the acquisition of Latin vocabulary.
- Students are encouraged to learn the specialized vocabularies of the areas of study or careers in which they are interested (mathematics, science, medicine, law, etc.).

Because Latin is a language, teachers need to be as aware of research in second-language learning as their colleagues in the modern languages. Students should be learning through the Latin language as they are mastering it. Latin courses should not be classes on ancient history or civilization taught almost entirely in English, or grammar courses in which the reading or translation is only a means of checking students' control of the grammar and syntax. The emphasis in Latin courses, in every semester of the sequence, should be upon the cultural messages the Romans have transmitted through time in their writings.

V. EMPHASIZING THE BASIC GOALS OF LATIN INSTRUCTION

Given the primacy of reading and cultural goals in Latin instruction, and the fact that language and culture are inseparable, the emphasis whenever possible throughout the instructional sequence should be upon letting the Romans speak for themselves through their writings. Here are some suggestions for keeping the emphasis on the idea content of Latin readings:

- Lessons in grammar/syntax should culminate in a Latin reading with the focus on the content of the passage rather than on the forms and syntax.
- Whenever practical, culture studies should arise out of or culminate in Latin readings.
- When English materials are used for culture studies, as many as possible should be excerpts from Latin literature in translation.
- Students should be given as much "real" Latin as soon as possible. In the early stages, graffiti or Martial's epigrams might be introduced. Sententiae on specific topics or short excerpts from longer works may also be presented.

VI. ACQUISITION OF VOCABULARY

Vocabulary is not learned adequately by the mere rote memorization of lists. It is mastered far more efficiently through repeated usage in oral and written grammar drills, in oral and written Latin-to-Latin question/answer exercises, and in reading both silently and aloud. Frequently students learn the lists only for a quiz and then quickly forget the vocabulary.

Teachers will find the student retention of vocabulary will be greatly enhanced if English derivatives are presented as a part of the introduction of new lexical items, rather than waiting until the end of a unit or lesson for derivative or etymology studies.

VII. ROLE OF STRUCTURE

While the teaching of grammar and syntax is an important facet of Latin instruction, it should not take precedence over the development of the reading skill. Focusing learners' attention on forms or phrasing as they are trying to read will severely retard the reading process, for people do not consciously analyze structure as they read. Grammar studies should be handled apart from reading activities.

VIII. DERIVATIVES AND ETYMOLOGY

The improvement of English vocabulary skills is an important outcome of the Latin learning experience and should be approached systematically. Some of these strategies have proved helpful:

- Stress the use of English cognates from the beginning to facilitate the learning of Latin words.
- Keep the approach practical so that students can see the immediate benefits.
- Emphasize Latin-to-Latin word-formation, especially with previously learned cognates.
- Communicate with other teachers, especially in subjects like biology where students are meeting many words of Latin origin.
- Call attention to the way Greek was transliterated into Latin. Students usually enjoy learning the Greek alphabet, and this study will help them with the terminology of science.
- Knowledge of the changes in later Latin, and especially the transformation into Spanish and French, can help students make lexical connections.

IX. READING SKILL

Students' reading comprehension may be assessed in a variety of ways. Most teachers must constantly guard against over-reliance on translation. Other ways should be used regularly:

- Students may orally answer either Latin or English questions.
- They may summarize the passage either orally or in writing.
- They may write Latin responses to Latin questions, including true/false, multiple choice, and completion.
- They may arrange the events of a story into chronological order given a scrambled set of Latin statements.
- They may compose and ask their own Latin or English questions about the selection.
- They may choose between suggested translations of specific sentences or phrases.

- They may, or course, translate parts of a passage or an entire selection into English.
- The teacher may remove a number of words from the selection, replace them with blanks, and list the words for the students, who are to write them in the blanks. (Cloze procedure)

Since each of these strategies has its limitations, it is best to use a variety of approaches. If translation is the only device used, students get the idea that the only thing one can do with a Latin passage is translate it into English. They will learn that the most efficient procedure is to translate everything, and once the text is "Englished" they never look at the Latin again. When translation is used, the students must avoid clumsy, non-English expressions that translate the word but not the thought. Literal translation or metaphrasing can be useful in class, but the students must understand that in real translation the final product is expressed in the best - the most appropriate - English possible.

One of the reasons for stressing the use of Latin-to-Latin question/answer exercises is that these exercises provide much more effective reinforcement for the grammar, syntax, and vocabulary taught than either translation into English or parsing drills. The interrogative should be taught whenever a new form or a new item of syntax is introduced.

The key to the successful acquisition of Latin reading skills is frequent re-entry of passages studied, each time with a different type of comprehension activity following the oral reading of the selection.

As the student progresses through the Latin curriculum, less time need be spent on literal translation of selected passages and more time devoted to analysis of the author's style and ideas. Thus the student will be challenged to explore "classical" literature in the best sense of the term, i.e. as a literature that has shaped the form and substance of Western civilization.

X. AURAL-ORAL SKILLS

At the novice level, students should learn to read Latin aloud comfortably and should be exposed to an audio-lingual approach at least for some drills and question/answer exercises in order to:

- become familiar with the Roman oral tradition, since most Romans listened to literature rather than read it;
- master the patterns of the Latin language necessary to read either a native or second language;
- permit as much Latin-to-Latin work as possible, thus reducing the need for constant English translation, and increasing the probability of achieving direct reading comprehension;
- provide extensive reinforcement and positive motivation; and
- identify with the Romans as human beings with understandable responses to everyday situations.

Even though there is little modern utility for Latin conversational skills, students benefit from hearing the rhythms and tone of Roman literature and from reading selections aloud. Those who have not experienced the sounds of Latin have had an inadequate exposure to the Roman world.

Today 85 to 90 percent of all high school Latin students are in the first or second year of study. Just as it is in the case of the modern languages, a two-year course of Latin is insufficient to give a real understanding of the language. It may be that more students would go on to advanced Latin study if they were provided with a richer language experience through greater emphasis on oral skills.

XI. WRITING SKILL

In Latin instruction, the writing skill represents a teaching or learning strategy rather than a primary learning outcome. Writing is used in the Latin class to provide practice and drill, to offer reinforcement, to facilitate evaluation, and to permit some limited self-expression.

English to Latin translation has often been introduced too soon and has been over-emphasized. Sentences should be based on the Latin being read, and should rarely emphasize exceptions to rules and irregular forms.

XII. CULTURE

Teachers should be alert to the cultural content of reading selections and should attempt to offer students a systematic approach to the presentation of Roman civilization.

The Roman culture that is taught in the very early stages should concentrate on everyday life and life-styles as a background to the history, political science, civilization, and literature studies that follow in the intermediate and advanced levels. Establishing a logical progression mythological, literary or historical. Whatever cultural topics are selected for study, the question to be pondered is not "What made Rome fall?" but rather " What made Rome last so long?"

LATIN SCOPE AND SEQUENCE

Level I Basic Curriculum Content

Overview-Level I

Oral (Listening and Speaking)

Students will aurally comprehend simple Latin utterances.

Students will read aloud with comprehension short continuous Latin passages with acceptable phrasing and pronunciation at a normal unbroken pace.

To demonstrate these abilities, students should be able to:

- discriminate and imitate Latin vowels, dipthongs and consonants, stressed and unstressed syllables, the phrasing of continuous Latin passages;
- read orally simple Latin passages, giving evidence of comprehension;
- respond to classroom directions given in Latin;
- take part in simple conversation in the classroom situation.

Reading

Students will read abbreviated and simplified Latin with comprehension and should learn the basic parallels between Latin and English.

To demonstrate the ability to read Latin, students should be able to:

- recognize each grammatical case and comprehend its basic functions;
- recognize and comprehend all indicative tenses, active and passive;
- use inflections to bring together phrases and other thought units; and
- translate passages into appropriate English.

Writing

Students will write very simple phrases or sentences using correct grammar and syntax.

To demonstrate the ability to write Latin, students should be able to:

- write original sentences about a familiar story, a picture, or a situation;
- write a Latin translation of a given English sentence, using correct forms and syntax and normal Latin syntax and normal Latin word order;
- given appropriate cues, expand or transform a sentence, or substitute within a sentence; and
- compose or answer simple questions.

Forms & Syntax

Nouns - Declensions I, II, III
Gender, Number
Cases: Nominative
subject
predicate noun
Accusative
direct object
with prepositions
extent of time and space
Ablative
with prepositions
place where
place from which
accompaniment
without prepositions
means
time when
manner
Dative
possession
description
Vocative
Apposition

Pronouns - Interrogative

Adjectives - Declensions I, II
Agreement
Possessive
Numeral
(Cardinal/Ordinal)

Adverbs - formed from adjectives, all others

Enclitics - **-ne, -que**

Questions Words - those other than interrogative pronouns

Principal parts and stems of verbs for all four conjugations

Irregular verbs - **sum, possum**

Verb Characteristics of:
All six tenses
Active and Passive Voice
Indicative mood
Imperative mood
Person and Number
Infinitives
Present Active
Complementary
Participles
Perfect Passive

LATIN SCOPE AND SEQUENCE

Level II Basic Curriculum Content

Overview-Level II

The goals of Level II develop and expand upon those presented in Level I.

Oral (Listening and Speaking)

Students should hear and read oral passages of moderately difficult Latin with proper phrasing, pronunciation, and evidence of comprehension.

In addition to the activities suggested for Level I, students may:

- respond orally to questions of greater difficulty by reordering familiar material;
- recite poems and perform plays.

Reading

The goal for the end of Level II is the ability to read unsimplified Latin with comprehension.

To demonstrate this ability, students should be able to:

- expand their control of Latin grammar, syntax, and vocabulary to comprehend readings of increasing difficulty;
- recognize key words and phrases as aids to comprehension;
- increase their proficiency in summarizing the main ideas of Latin passages by answering questions in English about these ideas;
- translate into effective and expressive English.

Writing

Students will do simple, controlled writing in Latin.

To demonstrate this ability, students should be able to:

- transform elements of given Latin sentences (e.g., active to passive, indirect discourse to direct statement);
- express ideas in Latin, using familiar vocabulary and appropriate syntax; and
- imitate the structures encountered in Level II reading.

Forms & Syntax

Nouns - Declensions III
- Cases: Accusative
  - subject of the infinitive
  - Ablative
  - without prepositions
  - separation
  - comparison
  - respect
  - cause
  - Ablative Absolute
  - Dative
  - with adjectives
  - Genitive
  - partitive

Nouns - Declensions IV, V

Pronouns - Agreement with antecendent
- Personal
- Demonstrative (**hic, ille, is**)
- Relative
- Intensive
- Reflexive
- Demonstrative (**idem**)
- Indefinite

Adjectives - Declension III
- Reflexive
- Irregular adjectives
- Comparison

Adverbs- Comparison

Verbs -
- Irregular verbs (**eo, fero, volo, nolo, fio**)
- Infinitives
  - Substantive
  - Present Passive
  - Perfect and Future

Participles - All forms
- As adjectives
- Ablative Absolute

LATIN SCOPE AND SEQUENCE

Level III - IV Basic Curriculum Content

Overview-Level III-IV

The textbooks used by individual teachers will determine the selections available for reading in the classroom. In many schools it is necessary to combine third and fourth-year students, so that a particular author is read in alternate years.

The primary goal of Latin study at this level is to advance and apply the skills introduced at earlier levels, so that the student can read authentic Latin literature with comprehension and pleasure. The basic method is to focus on the language, style, and content of readings taken from Latin writers.

It will be necessary to include review of grammatical structure as an ongoing process with each reading assignment. This would include any new syntax peculiar to certain authors' styles.

Forms & Syntax

Nouns- Declensions
- Cases: Ablative
  - description
  - degree of difference
  - with verbs
- Dative
  - with verbs
  - purpose
  - reference
  - double Dative
  - agent
- Genitive
  - with adjectives
  - objective
  - with verbs

Verbs -
- Deponent
- Defective
- Impersonal
- Aspect
- Subjunctive mood
  - Independent uses
  - Dependent uses
    - (clauses)
    - Purpose: **ut/ne**
      qui
      action-desired
    - Result
    - **Cum**
    - Indirect questions
    - Oblique Command
    - Conditions

Gerunds, Gerundives

V. CLASSROOM ASSESSMENT AND EVALUATION: LANGUAGE AND CULTURE

Developing the knowledge, skills and attitudes necessary for our students to function in a pluralistic, interdependent and global society is, indeed, a primary goal of foreign language instruction. Periodic assessment to measure the extent to which that knowledge, those skills and attitudes are developed is an important part of the classroom routine in that it helps instructors determine how much of the presented material is being learned. In successful foreign language programs the student-centered assessment activities are followed by an instructor-centered evaluation process. Instructors evaluate the outcomes in order to decide if the assessment procedures are fair, valid, and reliable and to determine if their teaching is effective. Classroom goals, objectives and techniques can then be modified in order to produce the desired outcomes.

Probably the single-most important characteristic of foreign language assessment is that it should reflect classroom materials, the teaching methodology, and the ability level of the class. It would be unfair to teach using one method and test using another. Thus, in a proficiency-oriented classroom the testing procedures should mirror that approach.

CHARACTERISTICS OF PROFICIENCY-ORIENTED ASSESSMENT

- Classroom assessment generally measures specific, discrete skills and knowledge. Classroom tests may also measure the desired outcomes of specific lessons and units that have been previously taught in the classroom.

- All four skills are assessed in a communicative context with specific sections designed to measure listening comprehension, speaking, reading, and writing. Vocabulary, grammar and culture are also assessed.

- Vocabulary and grammar are also assessed in contextualized, communicative exercises.

- The assessment sections for listening comprehension, speaking and writing are task-oriented and use the language in the authentic ways that native speakers use language. The following examples of task-oriented assessment activities combine a language skill with a grammar item or vocabulary topic:

•**Listening comprehension** (Food vocabulary)

You are Sra. Pérez and you have just completed the weekly shopping list for your family. Listen to the following radio announcement for the weekly specials at Acme Supermarket. On your test form, circle those items on your shopping list that you hear in the ad that you will be able to buy on sale.

•**Speaking** (Common, regular verbs + telling time)

Talk to your instructor about your daily activities and when you do them. Discuss what you do at school, at work, at home, and/or during your leisure time.

•**Writing** (Regular and irregular past tense)

Write a letter to a friend at another school explaining what you did last weekend. Include activities from the end of classes on Friday through Sunday evening.

•**Reading** is tested using authentic materials taken from target culture newspapers, journals, advertisements, brochures, and other realia. Comprehension is checked through true/false, multiple choice, matching, and other exercise types. As a testing device the question/answer format in the target language is used sparingly especially in situations where the answer can be supplied by simply "lifting" phrases from the reading selection even without understanding what the question or answer mean. Translation as a device to check comprehension is also used sparingly, if at all.

•A variety of quizzes and exams are given throughout the learning period. Each exam does not necessarily cover all four skills plus vocabulary, grammar and culture. However, over a period of time all areas would be assessed using several different formats.

EVALUATING CULTURE

Becoming "culturally literate" as one becomes functionally literate involves a knowledge base of facts and vocabulary that may distinguish the cultures of the target language. This may include familiarity with factual information including those items listed in the Culture section of Chapter IV, Scope and Sequence. Individual curricula, including the choice of the instructional materials, will determine which cultural information is to be included at various levels of instruction. Achievement testing, or a combination with proficiency testing, may determine an appropriate level of accomplishment of the determined objectives.

Evaluation: Most factual information can be tested in isolation or in combination with language development. Many textbooks offer "culture" lessons and accompanying evaluative measures including true/false questions, multiple choice tests, and matching exercises.

In addition, a working knowledge of such information can be evaluated in conjunction with oral activities. Example: Discuss at least three leisure activities of a student your age in the target culture.

Appropriately recognizing and adapting to sociolinguistic and cultural references by learning to process language from within the cultural framework involves ongoing skill development including: attention to levels of formality/respect, ability to correctly use and interpret gestures and social distance, and other skills listed in the Culture section of Chapter IV. The framework of the curriculum, the needs of the students in the community and the skill of the teacher and available native informants will determine the choice and level of skill development in each course.

Evaluation: Within the confines of the classroom setting, assessment is best accomplished in the context of language use. For example, gestures used in greeting rituals (handshakes, embraces, bow, etc.) can be taught and measured simultaneously with the vocabulary used in such social contexts. Levels of formality in terms of address can be checked by requiring that the students address appropriately both each other and adults in the classroom. Role play involving both the use of vocabulary and appropriate etiquette can allow the teacher to evaluate both the spoken and unspoken messages in settings such as the marketplace and the dinner table. At advanced levels, language use, motivation and behavior of literary characters might be analyzed and evaluated from within the culturally appropriate framework of the text.

Developing a tolerance for and an appreciation of the values, contribution, and cultures of others is a vital part of intercultural communication.

Evaluation: Changes in attitude as a result of language/culture study can be measured informally through teacher observation of student behavior. Teachers may note an increase in unsolicited awareness of appreciation in cross-cultural descriptions. Example: Students may choose the artwork or food of the target culture over or in addition to that which they were formally more familiar. There may be reduced instances of students' stereotypical, ethnocentric or prejudicial statements. There may be increased willingness to use the language outside of the classroom setting, particularly in the community. There may be increased student awareness of their own culture as expressed in their discussions.

Shifts in attitude that occur during the study of language and cultures can also be measured objectively through the use of pre- and post-testing at the beginning and end of a course. Such assessment is helpful in giving a general idea of the direction of attitude changes of the class as a whole.

ACTFL ORAL PROFICIENCY INTERVIEW

The ACTFL Oral Proficiency Interview (OPI) is an assessment designed to rate the speaking skill. The OPI assesses the speaker's overall ability to perform certain linguistic functions or tasks. The rating scale is explained in this manual in "Chapter II—Foreign Language Instruction: How to Read and Use the Guidelines." Care must be taken so that the Oral Proficiency Interview is not confused with proficiency-oriented assessment whose characteristics are described above. It should be noted that the OPI is not an achievement test that evaluates what has been taught and thus, has little value in day-to-day classroom procedures. The OPI requires a trained administrator and is best given to individuals who need a speech rating for career or educational purposes or when an entire program's objectives are being assessed.

VI. Instructional Media

The use of audiovisual equipment is of paramount importance in today's foreign language classroom. Skill development in the areas of listening, speaking, reading, and writing, as well as cultural understanding can be facilitated with basic equipment and materials. While new advanced technology is available to supplement classroom activities, it is difficult or impossible for many districts to purchase equipment outside of the most essential. The use of authentic materials such as newspapers, magazines, and slides can be used to develop skills with students at various levels of study. One must also consider the creativity of the teacher and students in terms of posters, maps, photographs, flash cards, games, and common objects of the target culture, as well as the experiences and mementos of colleagues, parents, and members of the community. Materials should stimulate students to communicate with each other in a meaningful way on everyday matters.

A. Basic Classroom Equipment

Effective foreign language programs make consistent use of many types of audio-visual and/or computer equipment. The following equipment is considered basic in the classrooms of such programs:

1. Chalkboard. Two or more boards are placed in the front of the classroom and down one or more sides.

2. Audio equipment: Cassette recorders. Students must be provided with exposure to a variety of native speakers. Commercially prepared cassettes which are available with textbook series and which include exercises in listening comprehension and student repetition, reading selections, songs and testing, can assist the teacher in developing all language skills with the help of a native speaker. With written permission, most companies will permit tape duplication for additional student practice. Also, student recordings can enable teachers to monitor student progress. To ensure maximum benefits to the teacher and students, heavy-duty cassette players/recorders should be considered with a solid-state amplifier and a two speaker sound system. Clear reproduction of sounds is essential for effective practice. A (built-in) microphone and three-digit tape counter are important considerations as is a mechanical pause control. Reel-to-reel recorders are no longer state of the art or ideal.

3. Overhead projector and screen. This equipment is helpful as an alternative to blackboard use, especially when used with transparencies. Lessons can be saved from class to class; paper can be saved; moving from classroom to classroom can be more easily facilitated. Warm-up and sponge activities can be prepared ahead of time; students may receive quick feedback to quiz or test results; homework assignments can be quickly checked. With this vital equipment the students and teacher can

participate in many activities designed to develop all skills.

4. Visuals. Pictures and other visuals such as posters and maps are often available as part of a textbook series and are very useful in developing all skill areas in the foreign language. Simple drawings for practice are helpful; culturally authentic visuals are necessary to avoid misunderstanding and misuse of the language. The use of visuals, whenever possible, is an integral component in the effective foreign language classroom.

B. Basic School/System Equipment

1. Slides, filmstrips, videocassettes, motion pictures and the equipment for showing them. With such a variety of materials available to instruct students in foreign language classes, this category of equipment is most useful in creating an appropriate atmosphere in which to develop foreign language skills. While there may be only a minimal amount of slides, filmstrips, videos or films available, and whether they are a part of the school's inventory or one's personal materials, strategies can be developed to use a particular filmstrip, for example, for different purposes at various stages of language learning. Regional Educational Media Centers (REMC) are sources for audio-visual materials as are colleges, public libraries, language-specific organizations, professional organizations and foreign embassies.

   There are many types of machines available for classroom use, and choice should be based on need and financial disposition of the district. In addition, there should be available a multistandard video deck and monitor to play video cassettes from most foreign countries. REMC cooperative bidding provides for very reasonably-priced equipment purchases and should be seriously considered as a purchasing source. Maintenance of equipment and adequate supplies such as replacement bulbs and extension cords are important to organized and effective teaching and learning.

2. Other. A duplicating machine and a photocopier are invaluable to every teacher. Facilities for making transparencies need to be available as should supplies of acetate sheets and special overhead pens.

C. Ancillary Language-Learning Technology

The language laboratory which is most often associated with the audio-lingual method of foreign language teaching has changed to meet student needs as reflected in the current approach to foreign language instruction. In some cases the term language lab has been changed to multi-media language learning center, international media center, and humanities resource center. (Smith, *Technology*, pp. 16-17)

Although the language laboratory of tape recorders, headsets, student booths and teacher console is still used and available, many variations which reflect the current technology are now available. Video equipment is now considered an important part

of the laboratory in terms of individual and group viewing. Listed below are general categories of laboratory systems.

Traditional Laboratory. The students may speak into microphones, hear themselves simultaneously and record and replay their responses.

Electronic Classroom. This has the same features as a language laboratory but without individual recording and play-back capabilities. The three basic installations are portable, perimeter and overhead stations.

Remote Information Retrieval System. The student has access to recorded material by "dialing" a code number which provides media transfer to a station which is removed from the center of transmission. This type of installation is typically found at the college level.

Multi-Media Learning Center. The student interactive video monitors and computer stations surround the instructor's station. Foreign language realia on the ceiling and walls may be used for cultural effect.

In order to ensure maximum use of these facilities, school districts should commit themselves to maintenance for the equipment and should also provide staff instruction in the use of this equipment.

D. Computer-Assisted Instruction

Computer-assisted instruction (CAI) involves any use of the computer that enhances learning. It is a powerful educational tool, offering individualized attention and allowing students to work at their own pace. It affords the student privacy to practice without fear or reprisal with an extremely patient "tutor" that gives consistent attention and immediate feedback unmatched by the most masterful teacher. Programmed properly, it can diagnose areas of weakness and provide appropriate practice materials. These features and many others stimulate student motivation. Slower students can receive remedial assistance, while brighter ones can work through material at a more rapid pace. Competition and cooperation can be built into programs to make learning more exciting.

CAI has been most effective, however, when integrated with classroom teaching. Microcomputers will not replace the classroom teacher of many time-consuming details of teaching such as drill and practice, tests, and makeup work, but will provide a challenge

for advanced students in linguistic and cultural applications.

E. Distance Learning and Interactive Video

Interactive Television or ITV: The use of telecommunications as an instructional tool is certainly not new. At present nine ITV systems are being used in the state of Michigan and at least two were implemented for the purpose of teaching foreign languages. What is Interactive Television? How does it work? How can it be applied to foreign language?

ITV was designed to provide simultaneous instruction to students in two or more schools or school districts. Each system allows a teacher in one location to be simultaneously seen and heard by students in one or more remote locations. Students in each site can similarly respond to the teacher and to one another. ITV, therefore, dramatically increases the potential course offerings for each school district in the cooperative. It is used to offer advanced courses in foreign languages that could not otherwise be offered by a single district due to low enrollment and, in rural areas, it is used to teach beginning level courses as well.

F. Video Correspondence: Video/Electronic Letter

The idea behind video correspondence is to provide language students with up-to-the-minute material from the country of their choice, produced by and aimed at students at their appropriate level. Students also have the opportunity to create their own material to send. There is no reason why students of classical languages should not participate equally, perhaps exchanging with English language classes in areas of archeological/historical interest. There are various organizations, which will match up appropriate schools/classes/teachers for the purpose of exchanging videotapes.

Video and computer equipment is undergoing rapid changes and improvements. What has been described may be outdated within a year and may even be obsolete within a few years.

COPYRIGHT CONSIDERATIONS

In order to comply with the copyright law the following provisions shall apply in duplicating or copying copyrighted materials in various formats.

A. PRINTED MATERIALS (except music)

1. Permitted
   a. Single copies by or at the request of an individual teacher of
      i. a chapter of a book
      ii. an article from a magazine or newspaper
      iii. a short story, short essay or short poem, whether or not from a collective work
      iv. a chart, graph, diagram, drawing, cartoon or picture from a book, magazine or newspaper
   b. Multiple copies by or at the request of a teacher for classroom use (not to exceed one copy per pupil in a course) of
      i. a complete poem if less than 250 words
      ii. an excerpt from a longer poem, but not to exceed 250 words
      iii. a complete article, story or essay of less than 2,500 words
      iv. an excerpt from a larger printed work not to exceed 10 percent of the whole or 1,000 words, whichever is less
      v. one chart, graph, diagram, cartoon or picture per book or magazine issue.

2. Prohibited
   a. Copying more than one work or two excerpts from a single author during one class term.
   b. Copying more than three works from a collective work or periodical volume during one class term.
   c. Copying more than nine sets of multiple copies for distribution to students in one class term.
   d. Copying used to create or replace or substitute for anthologies or collective works.
   e. Copying of "consumable works" such as workbooks, standardized tests, answer sheets, etc.

   (Note: These prohibitions do not apply to current news magazines and newspapers)

B. SHEET AND RECORDED MUSIC

1. Permitted
   a. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
   b. Multiple copies (one per pupil) of excerpts not constituting an entire performance unit or more than 10 percent of the total work may be made for academic purposes other than performances.
   c. Purchased sheet music may be edited or simplified provided the character of the work isn't distorted or lyrics added or altered.
   d. A single copy of a recorded performance by students may be retained by the School District or the individual teacher for evaluation or rehearsal purposes.
   e. A single copy or recording of copyrighted music owned by the institution for constructing exercises or examinations and retained for them.

2. Prohibited
   a. Copying to replace or substitute for anthologies or collections.
   b. Copying from works intended to be "consumable".
   c. Copying for purpose of performance except as permitted by 1.a. above.
   d. Copying to substitute for purchase of music.
   e. Copying without inclusion of copyright notice on the copy.

C. AUDIOVISUAL

1. Permitted
   a. Creating a slide or overhead transparency series from multiple sources as long as creation does not exceed 10 percent of photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
   b. Creating a single overhead transparency from a single page of a "consumable" workbook.
   c. Reproducing selected slides from a series if reproduction does not exceed 10 percent of total nor excerpting "the essence".
   d. Excerpting sections of a film for a local videotape (not to be shown over cable) if excerpting does not exceed 10 percent of the total nor "the essence" of the work.
   e. Stories of literary excerpts may be narrated on tape and duplicated, as long as similar material is not available for sale.
   f. Archival copies of video or audio tapes may be produced however, only a single copy may be used at any time.
   g. Copying of phonograph records to cassette may be done but only if the record is then held as the archive copy.
   h. Copying of a video tape to another video tape format so that buildings with non-compatible formats may have access to the same program. Only one tape may be used at a time.

2. Prohibited
   a. Duplicating a tape (except as permitted above) unless reproduction rights have been secured.
   b. Reproducing commercial "ditto masters", individually or in sets (including multimedia kits) if available for sale separately.
   c. Except as permitted above, converting one media format to another (e.g., film to videotape) unless permission is secured.

D. COMPUTER SOFTWARE

1. Permitted
   a. New copies or adaptations created as an essential step in the utilization of the computer program in conjunction with a machine that is used in no other manner.
   b. New copies made for archival purposes only to be held in case the working copy is destroyed or no longer functions.

2. Prohibited
   a. Creation of any new copies of copyrighted programs for any purpose other than the two permitted above.
   b. Creation of new copies while using a disk-sharing system.

E. OFF-AIR RECORDING

1. Permitted
   a. A broadcast program may be recorded off-air simultaneously with transmission and retained by a non-profit educational institution for 45 calendar days after date of recording.
   b. Off-air recordings may be used once by individual teachers for relevant classroom activities and once for necessary reinforcement during the first 10 consecutive school days after recording.
   c. After the first 10 school days, recordings may be used up to the end of the 45 day retention period for teacher evaluation purposes only (e.g., to determine if the program should be purchased for the curriculum).
   d. Such recordings may be made only at the request of and used by individual teachers. No broadcast program may be recorded more than once by the same teacher.
   e. Such recordings need not be used in their entirety but may not be altered or edited and must

include the copyright notice on the program as recorded.

2. Prohibited
   a. Off-air recording in anticipation of teacher requests.
   b. Using the recording for instruction after the 10-day use period.
   c. Holding the recording for weeks or indefinitely because
      i. units needing the program concepts aren't taught within the 10-day use period
      ii. an interruption or technical problems delayed its use
      iii. another teacher wishes to use it or any other supposed "legitimate" educational reason.
   d. Off-air recording of pay cable service MAY be prohibited.
   e. License agreements may be purchased and/or granted.
      1. License agreements may be purchased and/or granted.
      2. Written proof of such license must be on file in the district.

VII. FOREIGN LANGUAGES AND CAREERS

In the multicultural society in which we live, knowledge of a foreign language can at the very least help promote better understanding among ethnically diverse co-workers. At the other extreme, competence in a second language may be crucial to carrying out one's duties on the job.

In the past, persons with career interests in foreign language were largely limited to two fields of endeavor: teaching or translating. Both are fields whose primary skill is knowledge of a foreign language. Today with the internationalizing of the U.S. economy and our multiethnic, multicultural society there are more and more job opportunities that require knowledge of a foreign language as a secondary skill. Persons whose primary skills are in areas such as business, economics, computers, medicine, law enforcement, and social services are finding that a secondary skill in foreign language and culture is often a necessary job-getting component and one that provides unique possibilities for advancement.

Knowledge of foreign languages and cultures has great relevance for persons living in Michigan. This state not only boasts a rich ethnic heritage but also provides a wealth of international business opportunities. When the *Position Paper on Foreign Language Education in Michigan Schools* was published, Michigan had 100 multi-national corporations and was ranked among the top five states in dollar value exports. In 1988, Michigan was home to 500 foreign corporations with a total of 50,000 employees. Seventy percent of our industries are subject to foreign competition.

Students in the foreign language classroom can be made aware of the benefits of foreign language study in terms of promoting better cultural understanding among all segments of our population as well as providing the educational background for using foreign language as a primary or secondary skill for future careers.

The following chart lists the career possibilities that involve the use of foreign language as a primary or secondary skill.

CAREER POSSIBILITIES

Knowledge of foreign languages is valuable in many careers. The following list has been made available by the U.S. Office of Education.

UNITED STATES OFFICE OF EDUCATION OCCUPATIONAL CLUSTERS AND POSSIBLE FOREIGN LANGUAGE RELATED OCCUPATIONS

(1) AGRI-BUSINESS AND NATURAL RESOURCES
- Translator
- Secretary
- Peace Corps Member
- Interpreter for export and import firms
- Geologist

(2) BUSINESS AND OFFICE
- Foreign exchange clerk
- Credit manager
- Receptionist
- Sales Representative
- Stenographer
- Certified Public Accountant
- Market Specialist
- Lawyer
- Teller

(3) COMMUNICATIONS AND MEDIA
- Actor
- Telephone Operator
- Correspondent
- Telegrapher

(4) CONSUMER AND HOMEMAKING EDUCATION
- Dietitian
- Fashion Buyer
- Tailor
- Chef
- Consumer Expert
- Wine Expert

(5) CONSTRUCTION
- Architect
- Translator
- Secretarial Worker
- Supervisor
- Engineer
- Planner

(6) ENVIRONMENTAL CONTROL
- Researcher
- Translator
- Technical Writer
- Interpreter

(7) FINE ARTS AND HUMANITIES
- Artist
- Curator
- Cryptographer
- Drama Coach
- Composer
- Singer
- Actor/Actress
- Archeologist
- Librarian
- Teacher
- Author

(8) HEALTH
- Medical librarian
- Medical secretary
- Lab technician
- X-ray technician
- Interpreter
- Dentist
- Nurse
- Nurse's aide
- Physician
- Hospital orderly

(9) HOSPITALITY AND RECREATION
- Travel guide
- Hotel worker
- Tour conductor
- Travel agency secretary
- Opera singer
- Drama coach
- Critic
- Clerk

(10) MANUFACTURING
- Buyer
- Inspector
- Technical writer
- Manager
- Supervisor
- Branch Manager

(11) MARINE SCIENCE
- Merchant Marine
- Radio operator
- Marine biologist
- Oceanographer

(12) MARKETING AND DISTRIBUTION
- Buyer
- Sales Representative
- Advertising Specialist
- Writer
- Printer
- Clerk
- Secretary
- Translator for import and export firms

(13) PERSONAL SERVICES
- Usher
- Butler
- Postal clerk
- Travel companion
- Translator
- Barber
- Beautician
- Cosmetologist
- Interpreter
- Receptionist
- Secretary

(14) PUBLIC SERVICES
- Missionary
- Foreign news interpreter
- Firefighter
- Lawyer
- FBI Agent
- Immigration inspector
- Diplomat
- Journalist

(15) TRANSPORTATION
- Guide
- Flight attendant
- Travel agent
- Purser
- Ticket agent
- Pilot

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